

June, 1955

# The American School Board Journal



A PERIODICAL OF  
SCHOOL ADMINISTRATION

## **In This Issue:**

★ **A Good Physical Education Program**—*Alley and Bontz*

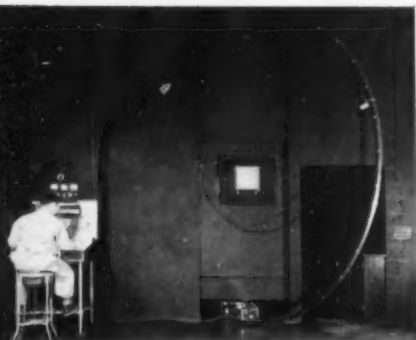
★ **Human Relations in Administration**—*Campbell*

★ **Classroom Interruptions**—*Eye*

★ **Office of Education Reorganization**—*Exton*

## Owens-Illinois' NEW SOLAR SELECTING Glass Block cooler in hot weather

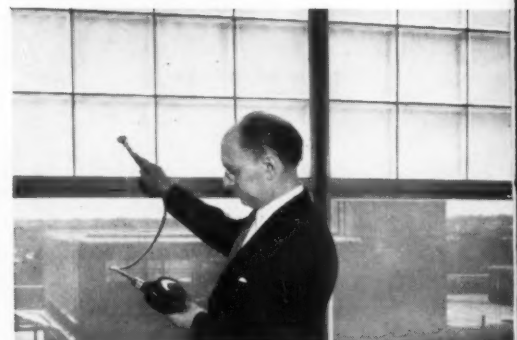
Owens-Illinois new solar selecting Glass Block No. 80-F has a lower surface temperature during hot weather. It acts like a mirror reflecting a good portion of the direct hot rays from the sun, and at the same time transmits cool light reflected from the ground.



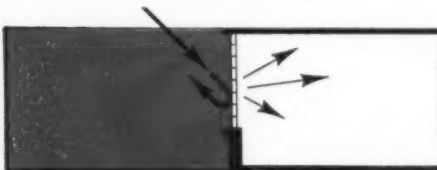
Because of its light-selecting principles this new block has a much lower surface brightness than other glass block. Maximum surface brightness as measured at the Daylighting Laboratory is less than 1400 foot-lamberts.



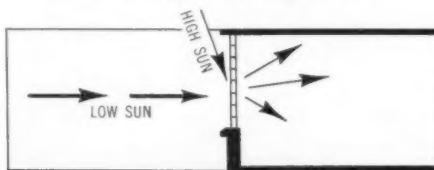
Thermocouples applied to the face of the 80-F block during hot weather (outside temperature 90°) showed that the roomside surface temperature was 14 degrees less than a conventional type light-directing block.



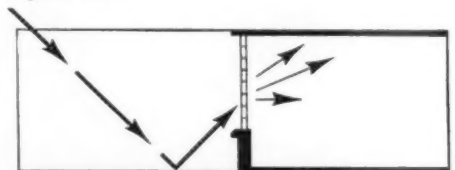
A similar test using a portable pyrometer confirmed the findings of the test using thermocouples by showing the same 14 degrees lower temperature on the roomside surface of the 80-F glass block.



**Rejects hot summer sun**—This diagram shows how the 80-F block reflects a major portion of the light from the sun at the critical 45° angle thus reducing brightness and solar heat transmission during hot weather.



**Uniform light transmission**—Prismatic design is selective and controls the amount of light transmitted from the various sun positions, thereby providing more uniform light transmission all day long.



**Transmits ground-reflected light**—This diagram shows how the 80-F transmits the cool light reflected from the ground. This feature is especially important when the sun is not on the fenestration.

**Complete  
Information available**

Send for the free, technical bulletin that gives the details. Just write "No. 480F" on your letterhead and mail to Kimble Glass Company, subsidiary of Owens-Illinois, Dept. AS-6, Box 1035, Toledo 1, Ohio.

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## "AFTER-HOURS" Heating Problems Solved by JOHNSON Dual CONTROL

Greenwood Joint High School, Millerstown, Pa. Joseph Leshar Steele, architect, Harrisburg, Pa.; B. A. Johnson, mechanical engineer, New Cumberland, Pa.; S.H.S., Inc., heating contractor, Harrisburg, Pa.



The new Greenwood Joint High School is an interesting example of the comfort and economy values that Johnson *Dual* Temperature Control Systems provide in modern schools everywhere.

Johnson *Dual* Thermostats provide this school with the finest in individual room temperature regulation. Whether it's a crowded auditorium, a busy gymnasium or a basement classroom, the Johnson Control System automatically insures ideal temperatures to satisfy the occupants at all times, day or night.

Equally important, Johnson *Dual* Control makes it possible to provide this superior comfort feature at a large saving in fuel costs. Here's how Johnson *Dual* Control was planned and installed to insure complete comfort and lowest possible operating costs:

During regular school hours, a Johnson *Dual* Thermostat in each room automatically maintains every space at the ideal comfort level. When regular school

hours end, each of the six groups of *Dual* Thermostats are reset—from a central point—to operate at lower, non-occupancy temperatures.

In those rooms which continue in use, merely pressing a button on the room's *Dual* Thermostat restores it to normal occupancy temperatures, *without changing the economy settings of the other thermostats.*

If yours is a busy school with "after-hours" heating problems, Johnson *Dual* Control is the answer. The comfort and money-saving benefits of the *Dual* System are not limited to new buildings. Conversion of existing buildings from single temperature systems to Johnson *Dual* is easy. An engineer from a nearby Johnson branch will gladly explain how it can be applied to your problem. There is no obligation. For more details, write to: JOHNSON SERVICE COMPANY, 507-H East Michigan Street, Milwaukee 2, Wisconsin. Direct Branch Offices in Principal Cities.

# JOHNSON CONTROL

TEMPERATURE  AIR CONDITIONING

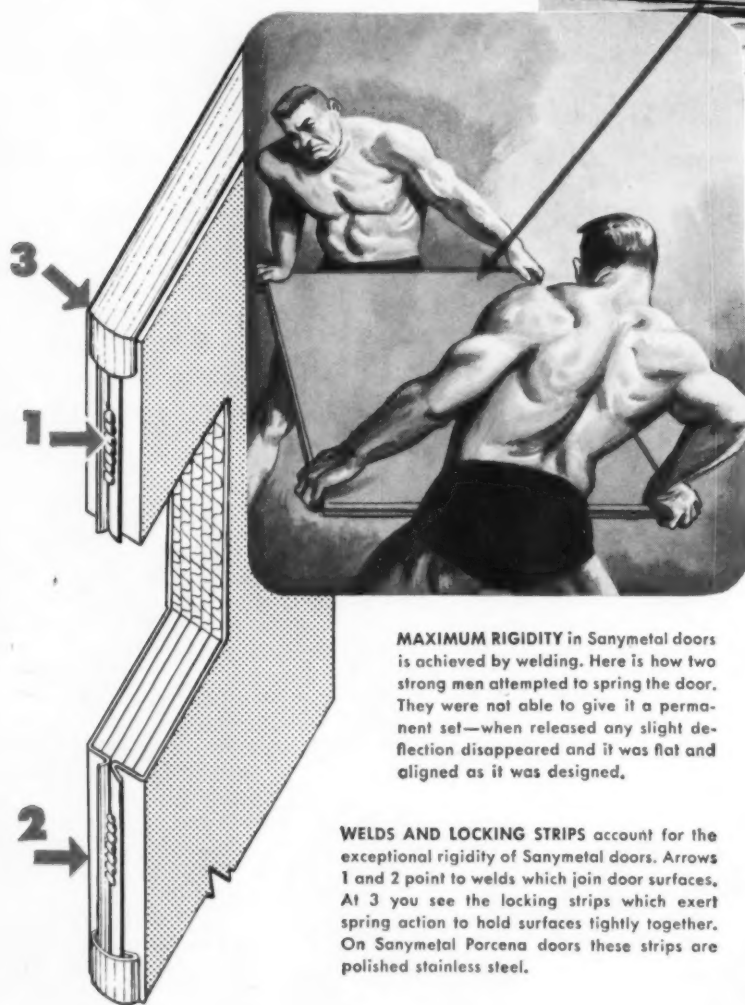
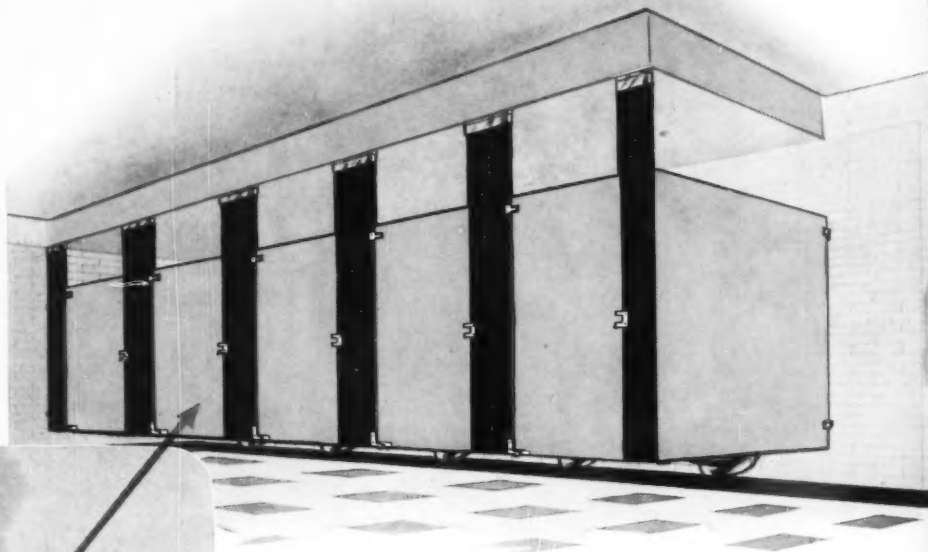
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## WHAT TO LOOK FOR IN QUALITY TOILET COMPARTMENT CONSTRUCTION

*One of many major differences that give you your money's worth in satisfactory service!*

*Doors WELDED  
so rigid...*

**THAT WRESTLERS  
CAN'T SPRING THEM!**



**MAXIMUM RIGIDITY** in Sanymetal doors is achieved by welding. Here is how two strong men attempted to spring the door. They were not able to give it a permanent set—when released any slight deflection disappeared and it was flat and aligned as it was designed.

**WELDS AND LOCKING STRIPS** account for the exceptional rigidity of Sanymetal doors. Arrows 1 and 2 point to welds which join door surfaces. At 3 you see the locking strips which exert spring action to hold surfaces tightly together. On Sanymetal Porcelain doors these strips are polished stainless steel.

*This long-life feature is  
STANDARD at no extra cost on all  
types of Sanymetal Compartments.*

**MANY** quality construction features found in *all* Sanymetal Toilet Compartments mean longer satisfactory service. These features result from Sanymetal's 41 years' experience manufacturing compartments. Be sure you get this quality.

A feature you should notice is *rigidity* produced by *welding* at the edges to join the compartment door surfaces. This makes the door a rigid structural unit. The edges are then further reinforced and the door made stronger with a formed locking strip welded, ground and finished at the corners. Strong men cannot intentionally spring this door without use of heavy tools, an abuse more severe than extremely heavy service.

Welded, rigid doors are one of many special features you get at no extra cost on all Sanymetal Toilet Compartments. Ask your Sanymetal Representative about all these features available as standard from Sanymetal at no extra cost.

*See Sweet's or send for Catalog 92, describing all Sanymetal Compartments. If you wish, we will mail other advertisements of this series on quality construction details.*

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**PRODUCTS COMPANY, INC.**  
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# THE AMERICAN School Board Journal

*A Periodical of School Administration*

June  
1955

VOL. 130

NO. 6

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## TITLE PAGE AND INDEX

A Title Page and Index to Volume 130, January to June, 1955, has been prepared. A post card addressed to Bruce—Milwaukee, P. O. Box 2068, Milwaukee 1, Wis., will bring a copy.



# Coolite keeps brighter rooms Cooler

## THREE TYPES OF MISSISSIPPI GLASS SOLVE THREE SEPARATE PROBLEMS IN MODERN FLORIDA HIGH SCHOOL

Although solar heat can make interiors extremely uncomfortable, Coolite helps keep this Booker High School, Sarasota, Florida, both brighter and cooler. In this modern structure, three types of this amazing Mississippi, blue-green, translucent glass have been used.

Coolite, Heat Absorbing Glass, floods classrooms with softly tinted daylight for easier seeing without undue solar warmth to distract pupils. The brighter rooms seems larger, friendlier. Students see better, feel better, work better, under Coolite.

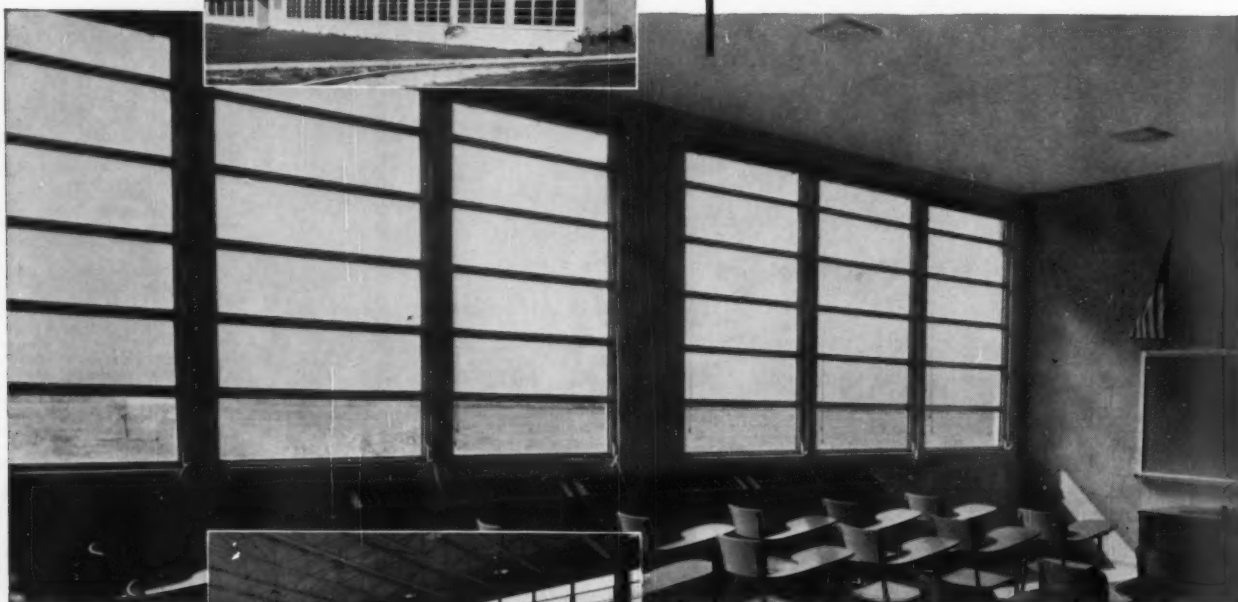
In those areas of the school where glare as well as heat presents a problem, Coolite Heat Absorbing and Glare Reducing Glass is used for greater daylight control and comfort.

Coolite, Heat Absorbing Wire Glass (Fire Retardant No. 32) is used in the gymnasium . . . provides maximum illumination . . . retards sun heat . . . helps bottle up fire. Polished Wire Glass is also used throughout the building in vulnerable locations for fire and breakage protection.

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## "All Aboard"

# Increasingly Active N.S.B.A. Leadership

EDWARD M. TUTTLE

There will be no summer vacation in 1955 so far as public discussion of public education in America is concerned. The so-called school year is drawing to a close, but consideration of school problems, community by community and state by state, is just beginning to gain headway. It should "boil" with increasing intensity all summer and into the fall until it comes to a climax at the White House Conference on Education, November 28-December 1.

The question before the nation is much easier to state than it is to solve. How are we going to provide adequate education for our rapidly growing population, education which will develop each individual to his fullest potentiality for successful living, education which will assure a citizenry capable of courageously discharging its responsibilities in a democratic republic of free men seriously challenged by the communist doctrine of a dictator state?

Increasing numbers of our people are becoming aware that an effective answer to this question must be found with little more delay or further halfway measures. Many forces are at work to stimulate this awareness and to provide opportunities for widespread discussion based on the facts of the situation. Out of such an aroused public consciousness only good can come, for once the American people really understand a problem they can be trusted to find a solution.

### Community Conferences Project

Last month in this column the role of the National School Boards Association in contributing to effective Community Conferences on Education was described. At a meeting of the executive committee of the Association in late April, Project Director M. E. Stapley reported encouraging progress in developing regional meetings of leaders, in setting up "pilot" community conferences in various states, in preparing, gathering, and distributing kits of materials for use in community conference planning, in improving methods of reporting and communication, especially through radio and TV channels and the tabloid, *Better Schools*, issued every three weeks by the National Citizens Commission for the Public Schools, New York 36, N. Y., and distributed free to anyone interested in the improvement of public schools.

The month of May between the writing and the reading of these words will have witnessed increasingly rapid developments as the organization of the Community Conferences project gets into high gear,

and succeeding months will add momentum. To repeat briefly, the National School Boards Association is offering assistance through five regional co-ordinators to state school boards associations and through them to local communities in planning and holding conferences to discuss educational needs and potentialities. Sometimes school board leaders are taking the initiative in developing these conferences; sometimes they are co-operating with other agencies. The essential point is to get the job done, not to worry about who gets credit for what.

### President Roberts Participates in National Manpower Council Conference

Since taking office as president, O. H. Roberts, Jr., of Evansville, Ind., has represented the National School Boards Association at conferences of school board members and other organizations concerned with problems of education. One of the most important was a five-day meeting of the National Manpower Council, held at Arden House, the Harriman Campus of Columbia University, and devoted to "Improving the Work Skills of the Nation." Mr. Roberts spoke to the Council on "The Community and Secondary Education." Following are pertinent things he said:

More than anything else we must recognize that our schools live and move in the pressures of a community, and that it will always be so as long as our schools are of the people. When this condition ceases to exist, then, and only then, will our schools live and develop in the images of Hitler, Stalin, and Hirohito. It is for this reason that I feel strongly the great need for statesmanlike leadership from superintendents and school boards. They are the buffers for the pressures from our community, but they are also the filters because the best *should* reach our children.

School boards and superintendents must quickly recognize that our public schools are looked upon as the biggest "sucker list" on earth. Every major industry, every civic organization, has some kind of an education program. It is now estimated by some that more is spent by agencies outside the schools for books, films, "teacher kits," and other material than our total textbook bill. A recent study by the Association of National Advertisers, Inc., showed that of 157 business films produced, ranging in cost from \$1,700 to \$426,000, 89 of them were prepared for the schools.

This is not of necessity a bad condition, but it does illustrate vividly how completely edu-

cation is now enmeshed in our social and economic life. The days of "Mr. Chips" and the "Ivory Tower" are long gone. Everyone who is anyone and every organization bigger than the neighborhood knitting club has something it wants promoted in the schools. . . . If these pressures went on unrestrained, they would crowd out the curriculum, disperse the student body, and literally bury the school.

This condition has a great deal to do with the statement that the schools are trying to be all things to all people. While it is true that our modern schools are a far cry from the traditional "little red schoolhouse," we must also be honest to admit that in most instances we have developed the pattern in our own image. As our society has become complex, our home life has changed, and so, too, have our schools, their program, and their responsibilities. The great problem, of course, is one of choice and emphasis. In this, our communities must be guided rather than be permitted to wander aimlessly. It is here that I feel strongly the need for positiveness on the part of organized "pressure groups" in the field of education and, most important, for the selection of the "right" school board members and professional leaders for the schools.

In most communities school boards are directing the largest corporations in terms of budget, building, and capital, without considering the priceless product, the child. No stockholders' group would aimlessly, or even purposefully, select a board of directors who represented certain classes, economic or otherwise, who had no interest in the product of the corporation, or who did not know how to work on a team. In community after community, however, school board members are being selected on a partisan or political basis, from labor or management, from this group or that group, without any prior indication of their real interest in children. As a result, our school boards in too many instances do not represent the best of community leadership.

No more important community problem

(Continued on page 8)

### Quest

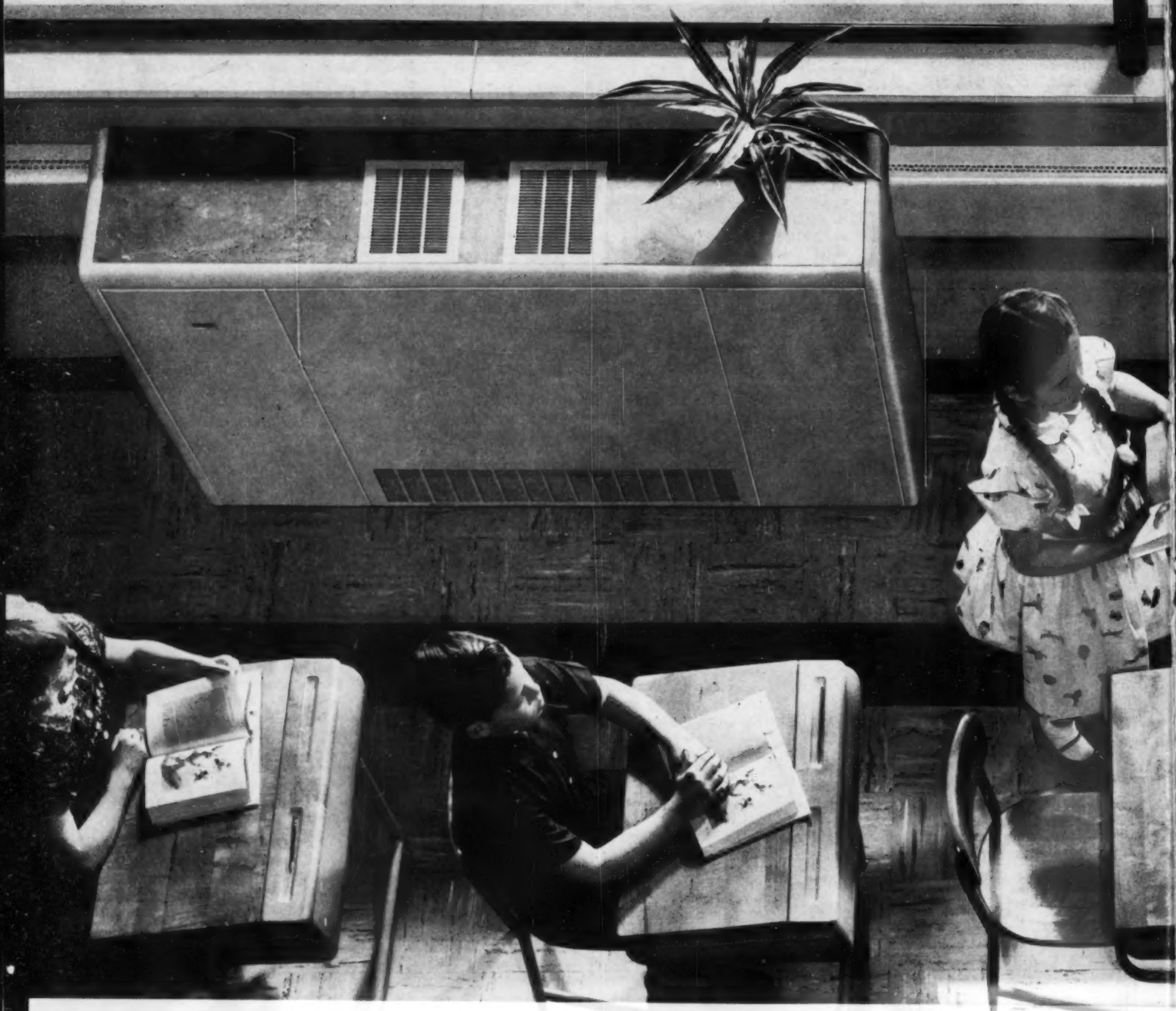
*Curiosity is one of the most permanent and certain characteristics of a vigorous intellect.*

— SAMUEL JOHNSON.

Few of us adults are inclined to question accepted practice because early in life we learned that it is painful to be too curious. But children ask for reasons rather than for rules. They are seldom satisfied just to be told to act thus and so because it is the "right" thing to do. The more inquisitive a child is, the more bother he is to those around him, and his parents, teachers, and grownups generally devote most of their efforts to knocking the curiosity out of him. Fortunately for the world, there are always a few vigorous souls who grow up with a questing spirit in spite of every discouragement. To these researchers, inventors, philosophers, statesmen, pioneers in every walk of life, mankind owes such progress as it makes toward better things. — E. M. T.

# **Now! Solution for the special draft problem created by walls of glass in modern schools!**

*New Trane Unit Ventilator with Kinetic Barrier\* action  
stops window downdrafts before they start!*



## **N.S.B.A. LEADERSHIP**

(Continued from page 5)

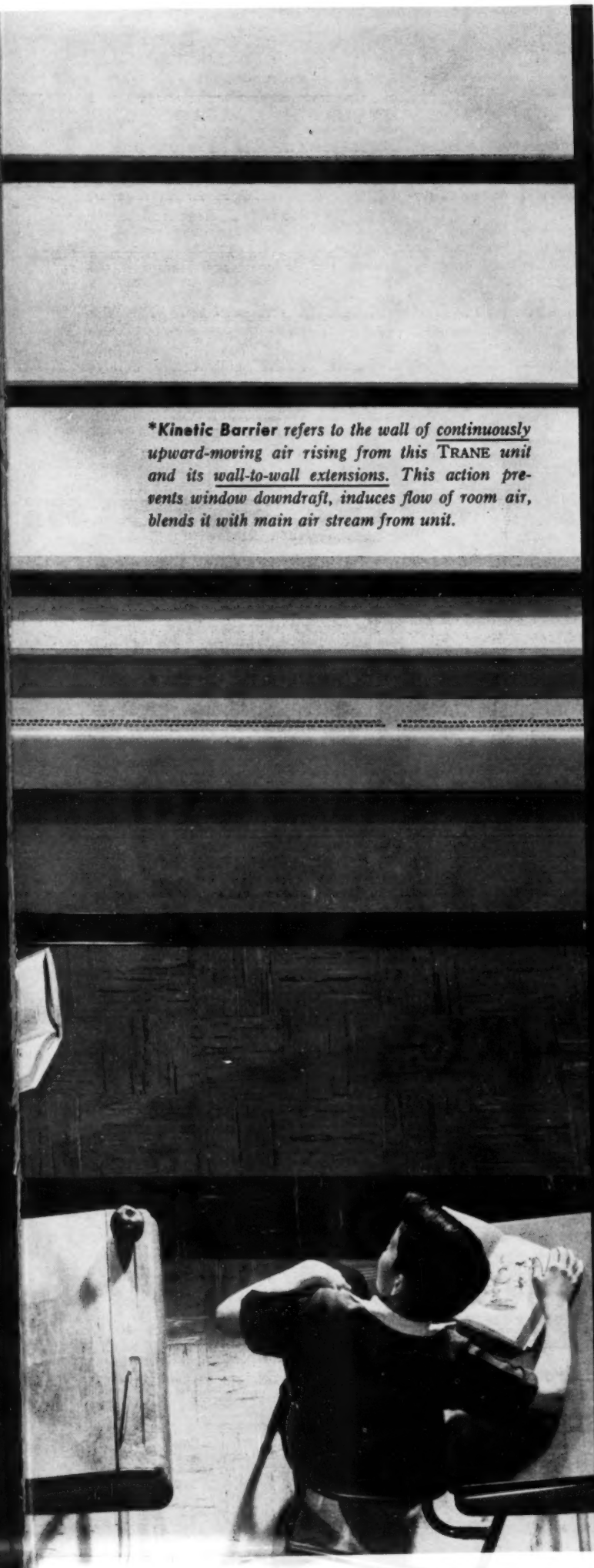
exists than that we create an awareness, a

is the bedrock of our social, economic, and political life and leadership. . . .

Mr. Roberts concluded his talk by saying,

tradition of the American way. Now many of our problems in education are being pyramided because of the "sacred cows" that say, "it's been done this way for fifty years.





*\*Kinetic Barrier refers to the wall of continuously upward-moving air rising from this TRANE unit and its wall-to-wall extensions. This action prevents window downdraft, induces flow of room air, blends it with main air stream from unit.*

**New Trane system  
uniformly conditions every corner,  
every minute... no matter  
whether unit is heating,  
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The need is for *full-time* draft elimination. And TRANE has it. New TRANE KB Unit Ventilators operate *even when the room heat is off!*

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## N.S.B.A. LEADERSHIP

(Continued from page 5)

exists than that we create an awareness, a "civic consciousness," that will recognize, first of all, the importance of our lay trustees; that will recognize that they must be people of capacity and courage who can in the best democratic fashion challenge the community to provide needed resources for its schools and its youth. This is not easily accomplished, because most of us, individually and as members of the "pressure groups" to which we hold allegiance, are selfishly interested in the things which we believe will benefit us. Ours is a real task to see our total responsibility beyond this selfish range. We must realize that what we create at the community level

is the bedrock of our social, economic, and political life and leadership. . . .

Mr. Roberts concluded his talk by saying,

Leaders in the field of education have a task that is beyond the wildest dreams of most thoughtful students of the problem. It is a task that must be faced at the community level by the school board and the educator. Even if we presume the use of accepted standards of class size, cost of building, teacher requirements and salaries, we need more money, new sources of tax revenue, new attractions for the best minds of our young people to bring them into the teaching profession. We must have at the community level farsighted, courageous people, willing to experiment and be venturesome in the best

tradition of the American way. Now many of our problems in education are being pyramided because of the "sacred cows" that say, "it's been done this way for fifty years, it must be right."

How can the board and superintendent evaluate the use of new instructional materials and methods, when television and radio are changing the habits, the vocabulary and, yes, the conduct of our young people? In an age when the term "automation" is becoming a byword, how do we translate the needs and concerns of a technically conceived community into a curriculum that is realistic. . . .

The process of sorting, of elimination, of choices, is a process of continued and positive leadership of the highest order. Without courageous, straight thinking and positive leadership cast only in the direction of the welfare of our children, schools of our communities and of our nation cannot and will not fulfill their role. I submit that we have no alternative if our way of life—the way of free people—is to survive.

### N.S.B.A. Will Sponsor Nationwide Symposium to Explore New Approaches to Public Education

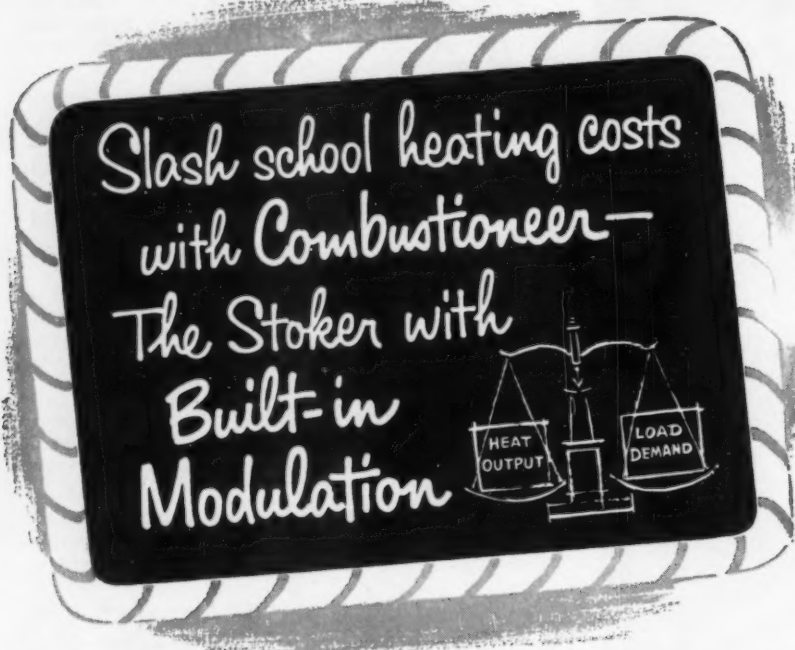
In September of this year, the National School Boards Association hopes to sponsor a nationwide symposium to explore the possibilities of new approaches to solutions of the critical problems facing American public education. This meeting will bring together by invitation some 150 to 200 leaders drawn not only from school boards associations and the educational profession, but from the ranks of science, of industry, of the other professions, and of fields such as economics, the armed forces, television, radio, journalism, and others.

An endeavor will be made to explore, with open minds, ideas and suggestions that can be gained from any source, non-educational as well as educational, as to new ways of solving old problems in the school field. These problems—adaptation of the curriculum to changing needs, shortages of teachers and facilities, adequate financing and administrative organization, continuing public understanding and support of schools—are mounting with every passing year and appear impossible of complete solution by present methods of attack. It would seem a typically American procedure to stress a spirit of inquiry, to seek help wherever it can be found, and to develop a high level of creativeness in planning ahead. This is the heart of the proposal made by the N.S.B.A. for the grant of money from the Fund for the Advancement of Education with which this symposium will be conducted.

It is planned to hold the three-day symposium in a centrally located city where facilities of transportation and communication will make possible excellent publicity and reporting. (Place and dates for the meeting will be reported next month.)

Special care will be taken to select outstanding persons to report experiences in fields which have had to deal with problems arising from man-power crises, and in areas of facilities, finance, public relations, and others. With a variety of reports as background for discussion, the

(Concluded on page 60)



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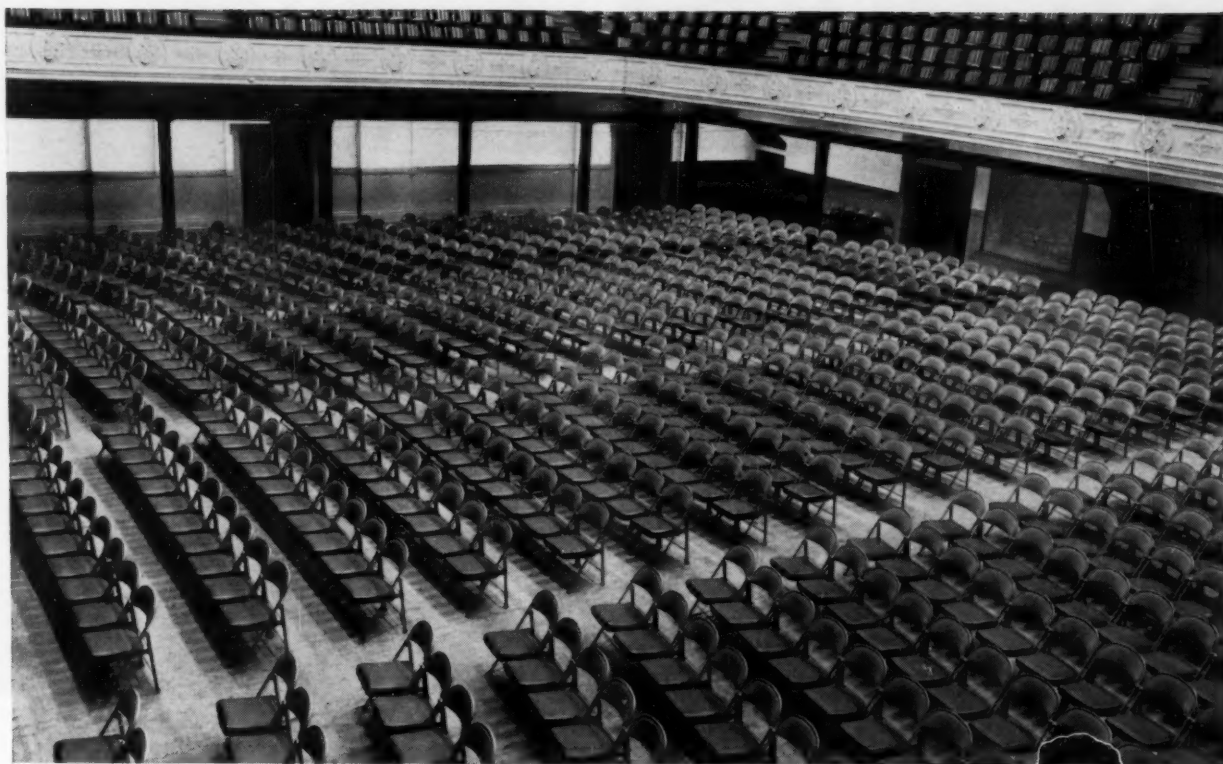
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School purchasing agents *must be sure of lowest ultimate cost* when they buy. American Seating Folding Chairs face the toughest competition on every sale. They must prove themselves as to comfort, safety, durability, and convenience—with **VALUE** the prime consideration. In view of that, remember these facts:

American Seating Folding Chairs outnumber all others in school use! Over 11 million are now in service. Engineered for maximum strength and long life, they are unconditionally guaranteed in normal use—by the World's Leader in Public Seating! These are the chairs for *your* school! Mail the coupon for complete facts.

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No. 60 has wide, deep-spring seat, upholstered in washable Dupont Fabrilite.

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No. 53 has shaped steel seat.

No. 56 has imitation-leather upholstered seat.

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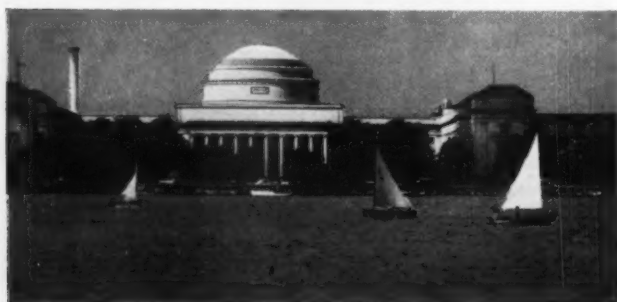
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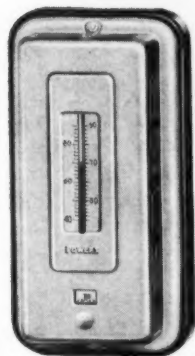
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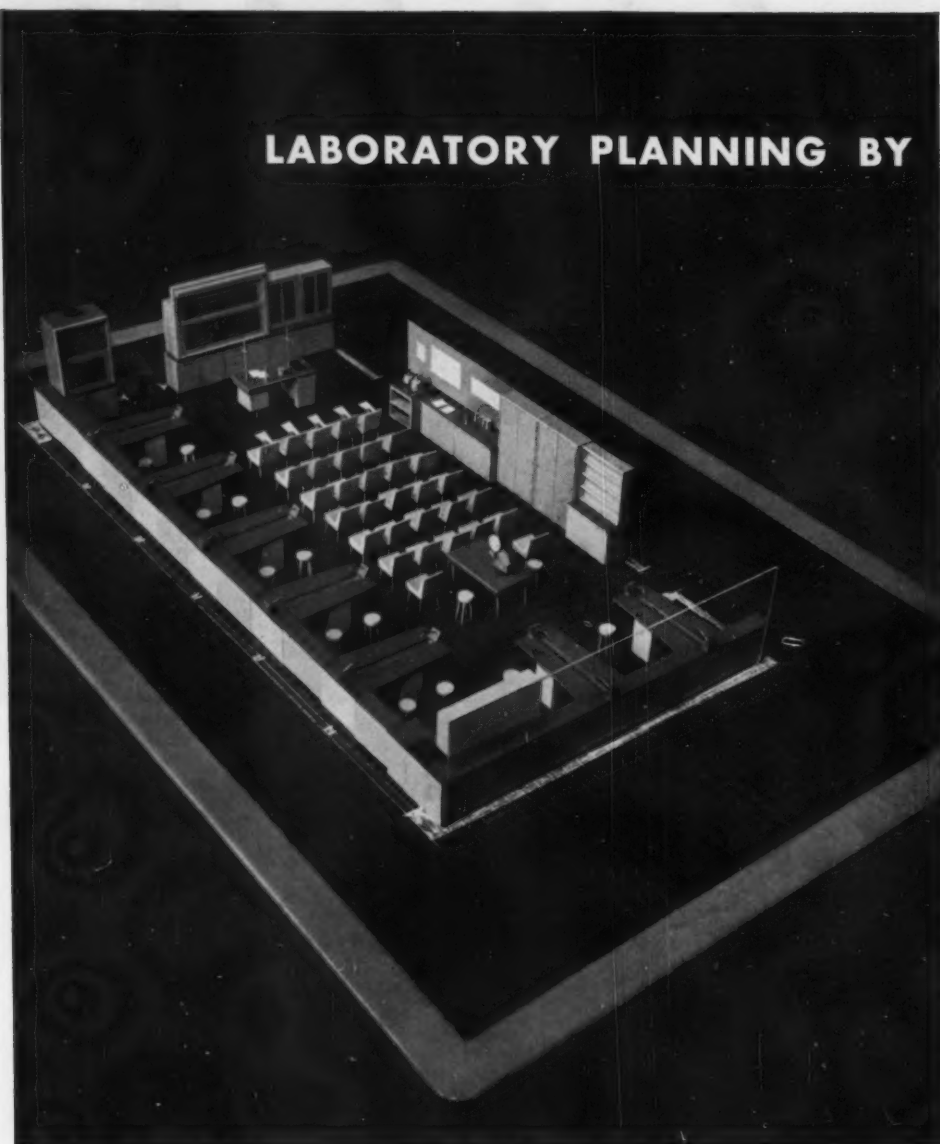
... eliminate packing  
maintenance, leakage  
of water or steam, or loss of vacuum.



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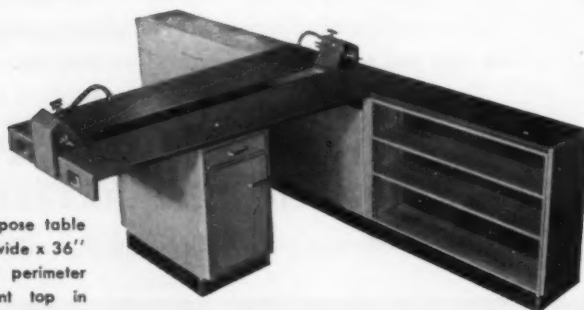
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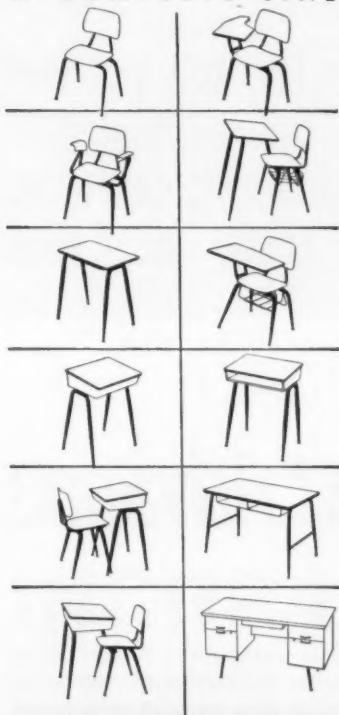
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Chair Desk (left) and Tablet Arm Chair... as used extensively in college, university classrooms. Note exclusive Kuehne double-reinforced, braced support bar which insures rigid stability of tablet arm and desk top.



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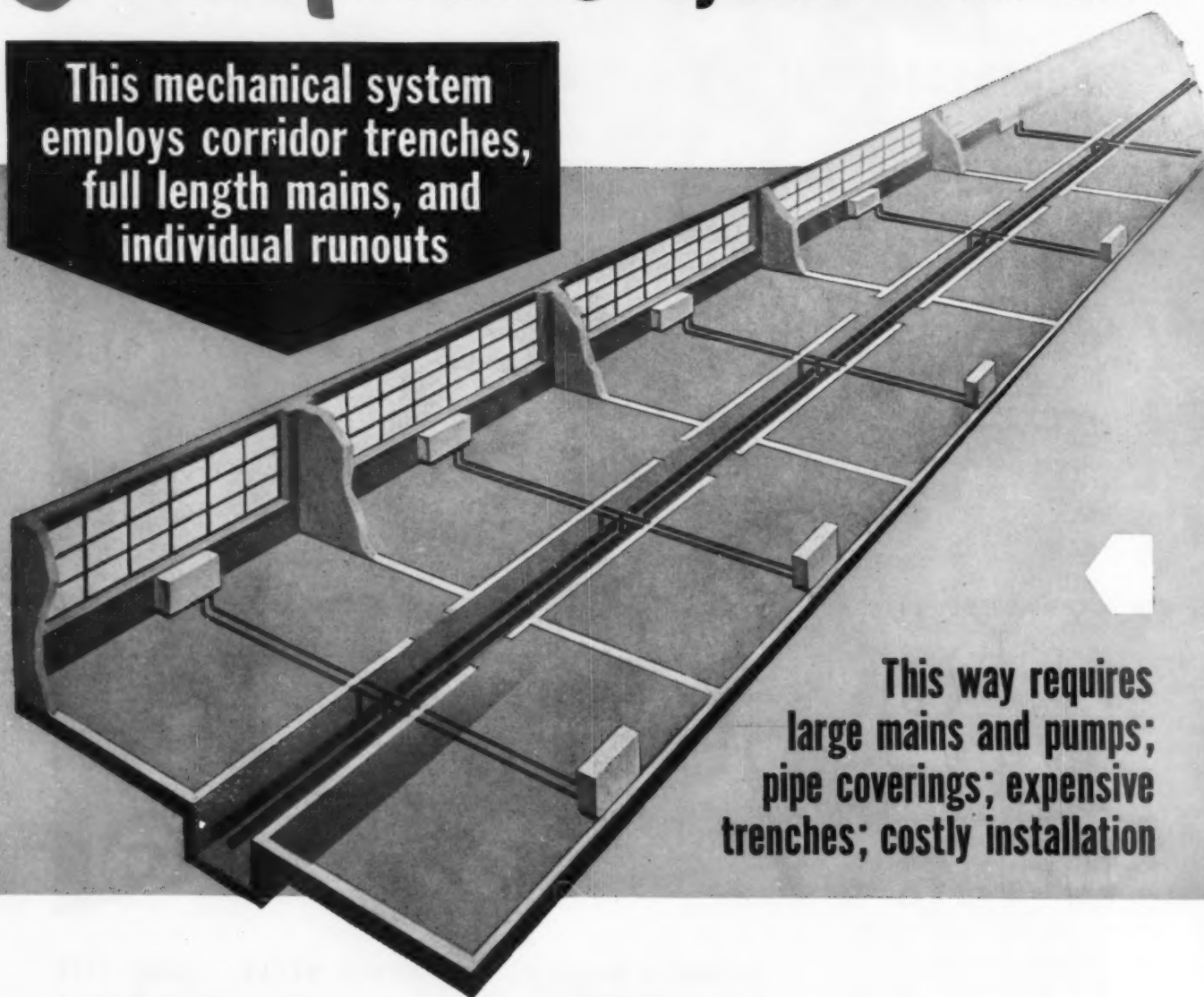
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# Compare this conventional system with the

This mechanical system employs corridor trenches, full length mains, and individual runouts



This way requires large mains and pumps; pipe coverings; expensive trenches; costly installation

*I*t will pay you to study the comparisons on these two pages to see how this latest Nesbitt development is particularly designed to meet today's thermal comfort needs and to give you more for the school-building dollar.

For forced hot water, Nesbitt Syncretizer heating and ventilating units with Wind-o-line radiation may be installed in series-loop circuits, in which the copper tubing of the Wind-o-line system serves as the only required supply and return piping for multiple-classroom groupings or for entire wings of the building.

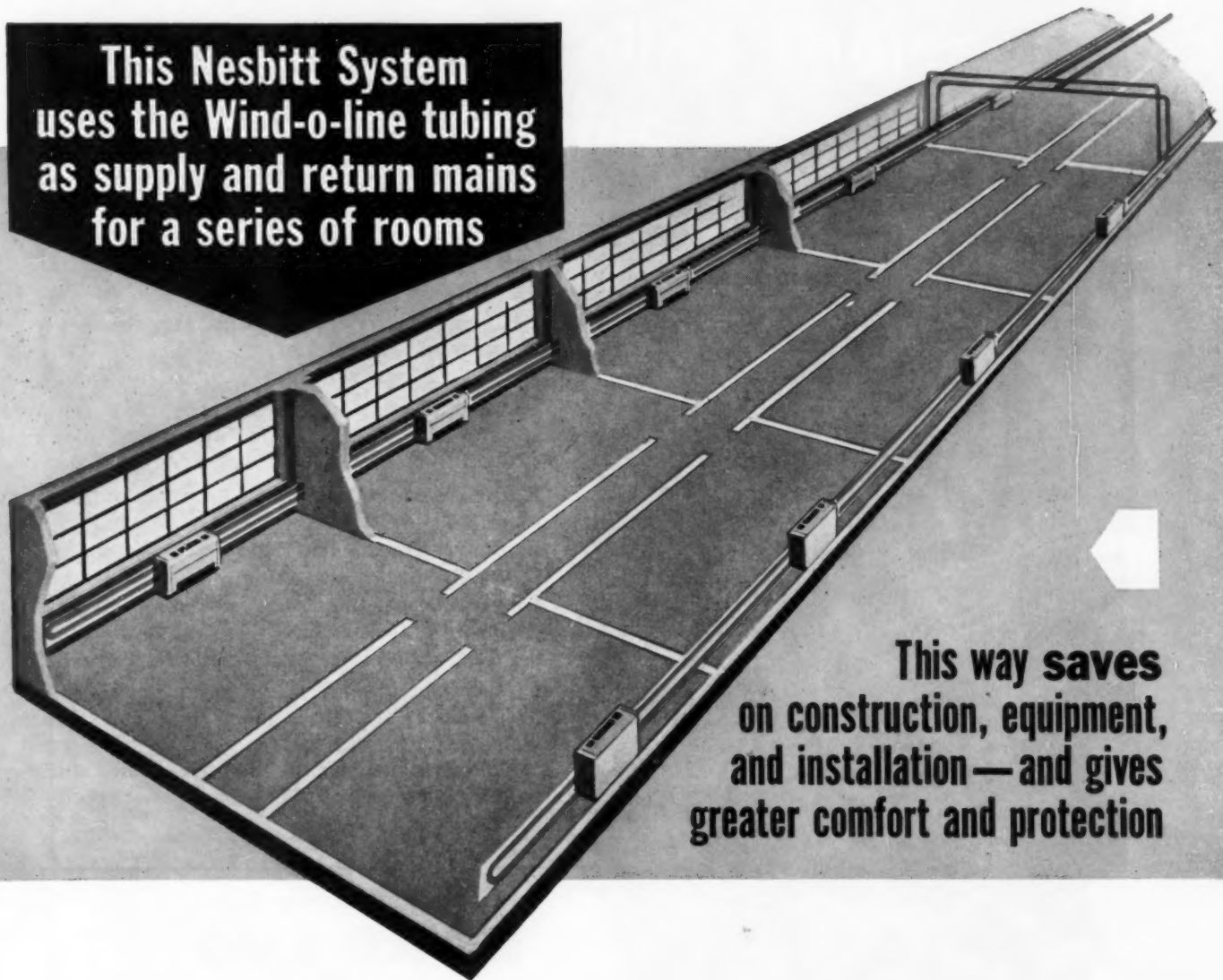
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**COSTS REDUCED** *Savings in equipment:* Smaller pipes and pumps are required because the Nesbitt System is designed to provide the needed heating capacity with water quantities of from one-half to one-third those required in conventional systems. Saves on both first cost and operating cost. *Savings in construction:* Wind-o-line supplies Syncretizers, eliminating costly pipe trenches, mains, runouts, and pipe covering in much of the building. Other piping is simplified. *Savings in installation:* Mains and piping are smaller, shorter, simpler. Packaged piping within the Syncretizer unit ventilator materially reduces installation labor at the site.

## Safest, Most Economical School Bus Tires

# Nesbitt Series Hot Water WIND-O-LINE SYSTEM

This Nesbitt System  
uses the Wind-o-line tubing  
as supply and return mains  
for a series of rooms



This way saves  
on construction, equipment,  
and installation — and gives  
greater comfort and protection

**REDUCES** mechanical system costs ...  
**INCREASES** comfort and protection

**COMFORT INCREASED** *Variable water temperature control:* Relating the available heat directly to outdoor temperatures improves individual room control by the Syncretizer.

*Improved cold surface protection:* Because system water temperature increases as outside temperature falls, Wind-o-line protection against cold window downdraft and bodily heat loss is continuously related to actual needs.

*Off-time temperature maintenance:* Without other investment in equipment, this system maintains safe basic building temperatures during overnight, holiday and week-end shutdowns.

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# Safest, Most Economical School Bus Tires are made with **3-T CORD**



**greatest tire-saver since 1935!**

3-T CORD tires triumphantly outlive today's most rugged highway grinds — save truckers money as can no others. Your school bus tires may get gentler treatment — but the tire that can take most anything is still the *safest*, the most economical, for you.

And if tires of 3-T CORD cost no more than other tires, why not get them?

Just read what the *hardest users* of tires — America's highway haulers — say about the greatest tire-saver since 1935, Goodyear's *exclusive process* 3-T CORD:

**Bruise-breaks, heat blowouts — practically things of the past!**

**Excessive stretch, flex failure, ply separation — virtually ended!**

**Longer mileage — more recaps — because body lasts longer!**

**Far fewer road delays — far lower tire-cost-per-mile!**

Isn't such performance bound to cut your school bus tire costs? Isn't it bound to give you more dependable, safer service? And, since 3-T CORD Goodyear tires cost no more than tires bodied with ordinary Nylon or Rayon Cord — why not specify the best?

## Goodyear's double-duty **ROAD LUG**

Long, smooth mileage on the highway — plus superb traction for bad roads or no roads at all!

AND the phenomenal strength and endurance of

## **3-T CORD**

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# Everybody talks about rising School Building Costs.. this South Carolina Engineer did something about it



Classroom in Edwards Elementary School, Chesterfield, S. C. Total sq. ft. 39,125. Cost (not including land, financial and legal) \$282,921. Heating cost \$23,179. Architect: James & DuRant, Sumter, S. C. Consulting Engineer: M. R. Durlach, Jr., Columbia, S. C. Heating Contractor: M. W. Turnage, Chesterfield, S. C.

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Robert Smalls High School	Beaufort, S. C. ....	Heyward S. Singley
Newberry County High School	Newberry, S. C. ....	Irvine B. Leslie
Wheeler Hill School	Columbia, S. C. ....	James B. Urquhart & Alex A. Dickson
North Augusta Senior High School	North Augusta, S. C. ....	Scroggs & Ewing
Macedonia School	Blackville, S. C. ....	Lafaye, Fair, Lafaye & Assocs.
Hopkins High School	Hopkins, S. C. ....	William Stork, Jr.
Bowman Elementary School	Bowman, S. C. ....	J. W. Inabinet, Jr.
Pelion Elementary & High School	Pelion, S. C. ....	Jesse W. Wessinger
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Webster Walvector, mounted along exposed walls, warms air in the room; warms floors and inside surface of outside walls; provides heating comfort everywhere — clean, gentle, even warmth... draft-free comfort with window ventilation... little temperature difference from floor to ceiling... Minimum piping, fewer risers, no hung ceilings or furred columns to conceal piping. And simplicity of design assures future low maintenance cost.

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# Webster

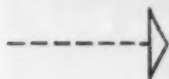
# WALVECTOR

REG. U. S. PAT. OFF.

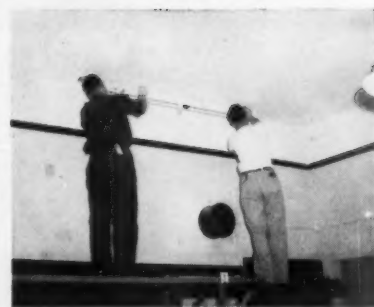
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**AND** Webster Hydro-Heat Baseboard; Convactor Radiation; Heating and Process Steam Specialties; Moderator Controls for Steam Heating and controls for hot water heating; Steam, water and gas Unit Heaters. Data on request.

**FROM  
THIS**



**1** This 27-year old classroom which has an illumination level of 15 footcandles is about to be transformed. First step was to repaint it light colors for better reflectance. Now follow the succeeding steps, which were all accomplished in 4 hours.



**2** Step two was the mounting of the first Photo-Metric channel at the front of the room.



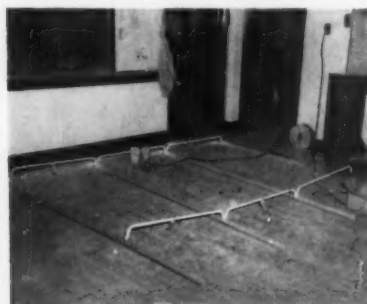
**3** The second Photo-Metric channel is in place and conduit spacer has been quickly installed.



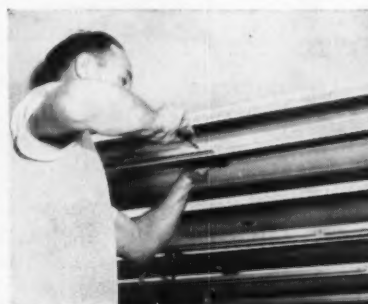
**4** After channels are mounted, wiring from terminal blocks through conduit spacers is completed.



**5** After existing electrical outlet is tapped, lamps are inserted and tested by being turned on.



**6** Diffuser frame and spacer bar are assembled on floor, ready for mounting in hook-on points at sockets.



**7** Adjoining diffuser frames are assembled together to complete the diffuser grid.



**8** Wakon diffusers are unrolled, pulled through diffuser channel, and held at ends by spring clamp.

**TO  
THIS**



**9** A complete diffuser installed, high level illumination provided, excessive brightness ratios reduced, ceiling cracks and surface wiring covered, and a visual environment designed for learning gained all in four hours installation time.

**IN 4 HOURS**

WITH  
**WAKEFIELD PHOTO-METRICS**

Write for the booklet, Wakefield Lighting:  
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What School Boards and Superintendents  
Can Do When Faced with —

# Overcrowded Buildings and Teacher Shortages

L. E. LEIPOLD, Ph.D.

Principal, Nokomis Junior High School  
 Minneapolis, Minn.

The modern world's unique educational experiment — the American school system — is facing its severest crisis.

The war years, prolific in death, were even more prolific in life, and this by-product of those contentious times is bringing with it to the classrooms problems that appear to be well nigh insoluble.

One of the most pressing of the problems relates to this nation's inability to meet the ever increasing need for qualified instructors to teach the heterogeneous army of youngsters swarming into our school buildings and filling the classrooms to the bursting point. The million teachers of today will have to add another half million to their ranks within the next half decade in order to meet the need, and our teacher training institution's enrollments are woefully inadequate to fill the need. Already 1,500,000 children are being taught in makeshift classrooms in warehouses, garages, and barracks and 700,000 more are being instructed in part-time classrooms. An estimated shortage of 160,000 classrooms is putting as many as 50 and 60 pupils under one instructor.

The solution to the dilemma is no one man's or even one group's prerogative, responsibility, or implied obligation. There is one group, however, which must take the beginning steps in initiating a broad program of remedial measures and that body comprises the members of the boards of education of America's vast public educational system and their paid executives, the superintendents of schools.

What, then, can these men — and women — do to ease the condition which

already witnesses the overcrowding of classrooms and the overburdening of the teachers assigned to them, posing even greater problems to solve in the years to come?

Let us consider here some possible solutions.

## Using Present Facilities

First of all, *it is essential that present facilities be utilized to the fullest advantage.* Many board members and school superintendents, straining under today's inconveniences and burdens, are doing so under the impression that they are already making the best use of their school plant and its facilities. A complete survey would in numerous instances reveal some surprising possibilities for increased use. Here are six suggestions for consideration.

a) *The possibility of holding school sessions throughout the entire 12-months of the year should not be readily discounted.* In a school having an enrollment of 1200 students, school is traditionally in session for nine months and is closed for three months. By dividing the year into four

terms of three months each, with each student attending nine months, this same school would have an enrollment at any one time of only 900 students and this reduction of 300 boys and girls would go far toward eliminating overcrowded classrooms and oversized classes.

b) *Keep schools open six days a week instead of the present five days.* The same benefits would derive as under the 12-month-in-session plan. The students would attend only five days as they now do but some of them would have some day other than Saturday off. This plan would bring an immediate reduction of students in attendance of 16% per cent, or in the case of the 1200 student school mentioned above, would reduce the number in actual attendance day by day from 1200 to 1000, a sizable reduction.

c) *Reduce the required years of attendance from grades 1 through high school from the present 12 to 11 years.* It is possible that an 11 years' course would prove to be sufficient, especially for the more intellectually gifted students. If only 15 per cent of these students were offered an accelerated program, it would enable one out of every seven to finish early.

d) *Retain the present type of organization, but put into effect a program of acceleration for the gifted students.* This has some of the essential characteristics of the previous suggestion except that no material change in school organization is required.

## Cut Retardation

e) *Reduce retardation to a minimum.* There are schools in which more than one half of the entire student body is retarded by one or more years by the time it reaches the eighth grade. Figured in dollar cost and classroom stations, retardation proves itself indefensible.



f) *Explore the possibility of utilizing cottage schools to ease overcrowded building conditions.* Built attractively and located in the immediate vicinity of the children who attend them, these multipurpose buildings offer an undifferentiated primary school program in line with the thinking of many contemporary educators at a cost as low as \$10,000 per room. Perhaps this type of building should be regarded as an expedient only and because of certain obvious disadvantages, used primarily as a transitional device.

In addition to making full use of all existing facilities, there are two additional suggestions which are made with the idea in mind that they can bring immediate and forthright results in so far as relieving the shortage of teachers is concerned.

The term "lowering the standards" has a definitely bad connotation but this need not necessarily be true, and it is recommended here for consideration—with reservations. For example, suppose that a school district has established standards for its teachers which are higher than those required for the legal certification of teachers of the state. Should a teaching shortage exist under these conditions, some incoming teachers may be hired who meet the minimum requirements for legal certification with the understanding that they agree to take such steps as may be necessary in order to reach the requirements of the district within a reasonable period of time, say three years. It is just conceivable that these carefully selected teachers may do a very satisfactory job of teaching and the actual achievement standards of the schools concerned might well not suffer at all.

Another possibility which likewise has the advantage of bringing about immediate results calls for the bringing into the schools as part-time teachers or helping teachers, mothers of the community who are qualified for the positions to be held and carefully checked as to potential usefulness in each situation under consideration. Every community has these mothers who have dropped out of active participation in school affairs because of family or other obligations, but who could now devote some time at least to serving their school and community—sometimes not more than two or three hours a day—without too great an inconvenience. Frequently they are more than glad to earn the extra money, and experience has shown that they are grateful and conscientious workers.

### Holding Present Staffs

From the long term point of view, boards of education and school superintendents can do much to attract and hold more and better teachers.

a) General working conditions can be improved, such as providing adequate books, supplies, and equipment; fitting up

a rest room for teachers; providing facilities for a quick cup of tea or coffee; and making occasions for "staying after school" as infrequent as possible.

b) Providing the best possible salary schedules for teachers. The inadequate measures being adopted in many communities, cutting a few dollars here and a few there in order to provide nominal raises in hopes of satisfying in a measure the teachers of the system are to be heartily condemned. I predict that a decade hence—or less—American teachers will be receiving in the neighborhood of \$10,000 in maximum annual wages and it is hoped that the actual figure will prove to be somewhat higher than this.

c) Sensible tenure is a real "must" in this picture of better things to come in order to attract and hold capable teachers. The fears that many administrators have relating to the evil effects of teacher tenure are largely unfounded.

d) Sick leave provisions do much to assure teachers of a feeling of security and freedom from fear. A sensible program would call for an allowance of at least 10 days of such leave each year without loss of pay, cumulative under extreme conditions to perhaps a hundred days.

e) Retirement provisions tie in directly with a school's tenure and sick leave setup. Any retirement system which provides less than enough for a retired person to live on in comfort and self-respect is inadequate.

f) In addition to the above suggestions, there are other means by which a teacher's job may be made more attractive. Certainly they must feel that they have the support

of their administrators. They must have a deep conviction that in their school, children have been given freedom to learn and teachers freedom to individualize, unhampered by the stultifying effects of automation. Men teachers may be paid more if they have families, for it can be argued that this extra money comes back to the community in which they live. A sufficiently large maximum salary should be set up which will make it unnecessary for these men to look toward eventual administrative jobs because of the larger salary involved. Too many good teachers become poor administrators. Teaching should be regarded as a terminal job if the individual wishes it to be.

### The School Board Itself

Finally, there is the board of education itself. It sets the pattern within the community. Public spirited citizens can perform yeoman service by offering their services as board members and then serving in this capacity with confidence and dignity.

*Summary:* Education is the most important single commodity dispensed within a community. Children have a God-given right to expect the type of schooling which will enable them to live their lives richly and fully. The future of America rests not in its H-bombs or C-bombs but in its children. Our nation can have the type of schools that it is willing to work for and to support. Our hope lies not in the past but in the years ahead. Picking the bones of a dead way of life can yield but a small and un nourishing sustenance, and those who do so soon cease to grow.



—Berryman, Washington Star

Another Torch for Freedom!

## Our Public Schools—Democracy's Potential Seedbed

R. D. BALDWIN, Ph.D.

Professor of Educational Administration  
West Virginia University  
Morgantown, W. Va.

So you think that's a queer title, especially that word "potential"? Haven't we assumed as far back as the oldest of us can remember that public schools are not only the product of democratic aspirations but also sowers of the seed and cultivators of the soil of democracy? Let's admit this has been our faith. How good a *job* have we done? Even here we don't aim to argue that we've done a poor job. But we are here to say we'd better do a better one—and pronto!

We *talk* a lot about democracy, i.e., almost everybody uses the word often. Politicians seldom speak without bringing it into the picture at least once. Statesmen too stress the concept in discussing national and international affairs. And seldom is a professional discussion held or article written that doesn't bring democracy to the fore several times. Why, it's even in *this* title! And we're not suggesting necessarily any note of insincerity in any of these situations. What we are aiming at is to suggest a way, perhaps, for *doing* something about democracy, for enhancing its practice right down where it counts, at the grass roots of American schools—classroom instruction. The guidance of the learning of children and youth is the heart of the school. What are we doing in this area that builds the base of democracy sure and strong?

### Classification by Age

Let's take a look. In the first place, for instructional purposes young America is generally organized in groups. These groups or classes are set up largely on the basis of chronological age. Not only is this the convenient and relatively inexpensive way to instruct as large numbers as our schools must provide for; it also rests upon a sort of underlying intuition or conviction that the fundamentals of democracy best find expression when individuals work together in groups and that this sort of organization promotes the equality of opportunity that democracy holds out as a realizable goal for all its prospective citizens. We have no quarrel with such a goal. We subscribe to the general notion of group instruction as democratically sound and financially feasible.

Of course teachers complain that the classes are too large to allow the individual

attention to students that would definitely improve their learning. In general, administrators agree but point out as a practical consideration that, with the financial support presently available, increase in number of teachers required by smaller classes will spread the butter on teacher's bread even thinner. Always there is the *possibility* of increased revenue for more teachers at the going salary level or even of still more revenue for more teachers at improved salary levels. These are objectives to be realized on which boards and administrators and teachers can unite so long as they fit into a soundly balanced budget of educational needs and expenditures. Professionally and practically we are committed to improving school services as best we may under conditions as they are, at the same time that we strive manfully to make those conditions more what they ought to be.

Historically, another consideration has influenced procedure in organizing instruction in groups. The groups have not been indiscriminate but have been classified or graded, initially at least, on the basis of the age of the members. This was done not on the basis of age for age's sake, but because human experience generally had indicated some relationship between chronological age and ability to learn. What was to be learned was arranged partly in terms of its experienced difficulty, probably still more in terms of its logical sequence; i.e., things learned became the foundation for succeeding learnings. So the pattern of organization for instruction, stated broadly, has been groups of children graded according to chronological age, each grade pursuing studies appropriate in difficulty to the ability of the average child of that age and arranged sequentially so that success in learning is essential before pupils are ready to move on to the higher grade.

How did this arrangement work out? For the large numbers of pupils not so far above and below average ability for their chronological age, fairly well. To be sure, feelings of inferiority may have developed in a few cases because of the monopolizing of class time by the superior pupil overly conscious of his superior ability; and feelings of frustration were often occasioned by everlastingly going over material to enable the less capable to measure up, if they could. For the brighter

and duller ones the results were not rewarding. And the situation hardly fulfilled the democratic hope of equal opportunity for all. Apparently something ailed the plan, for, in general, the disquieting device of attributing inadequacies wholly to pupils was early abandoned. One basic inadequacy apparently was that the plan failed to take into account something that everyone really knew when he stopped to think about it—that individuals of any given age differ vastly in various ways, not the least of which is native capacity to learn.

### Homogeneous Grouping

Lifting this observable fact of individual differences in ability to learn to full consciousness, coupled with improved measures of pupils' abilities to learn, gave rise to one of our more pretentious attempts to iron out the failure of the plan of teaching pupils in chronological age to serve adequately pupils far below and far above average. This attempt was called homogeneous grouping. It was embarked upon with great hope, hailed by many as the panacea for instruction, and adopted in a large number of school systems, especially in large cities. Children were separated into groups in terms chiefly of their measured abilities to learn. The teacher was to differentiate both the content and the methods of handling it in accord with the level of ability in her classroom. Perhaps most teachers bent their energies to this effort in good faith. But somehow it got breezed around that one was the superior or intelligentsia group; another average; and another inferior or moron. Parents of the last began to object, and the children weren't too happy about what was to them somewhat invidious distinctions. Teachers in many cases rather strenuously objected to being assigned to the last. This was unfortunate and, we think, unprofessional, but understandable. Anyway, the glowing promise of homogeneous grouping cooled rapidly. Theoretically, the objection was raised that the plan was undemocratic, setting up a two-track (shades of German education!) or really three-track school system that might result in a species of caste in our body politic.

A later proposal, now in considerable vogue, strove to overcome the accumulation of failures of the less competent in each succeeding grade, and at the same time to avoid the criticism leveled at homogeneous grouping, by just promoting each child each year from grade to grade, regardless of achievement. Some have rather unkindly referred to this plan as one that eliminates failures, by ignoring



them. The idea is to let each child have the same opportunity as others of his age in the hope that he will at least gain from association with them even though he may not keep up with his classmates scholastically. Teachers are to give the less capable all the help they can, of course. Most teachers do. But, as pupils appear in increasing deficiencies for attempting the work of the higher grades, the progress of average and above average children is more and more hampered. In other words, the failure or inadequacy is there even though we attempt to ignore it. This constant promotion plan hasn't solved the problem; far from it. Of course teachers and administrators again say that, if the classes were smaller, it would work better. Theoretically, at least on the surface, it is democratic in that it makes the same educational offering at least available to all. But it can hardly be said to have worked advantageously for any who have come under its sway.

### A Suggestion

Having defined and considered other plans, may we suggest a plan? It has not been widely tried. Indeed, teachers generally have not been so prepared that all will welcome it. But teachers with skill and some degree of imagination and ability to organize and focus human energies constructively will find in it both challenge and fulfillment of hope far beyond their expectations.

Our plan stresses (1) the small, heterogeneous, or across-the-board group for most of the pupil's learning and (2) children's learning from one another. These emphases suggest the broad outlines of the plan. Each class from the first grade and onward is organized as a group undifferentiated save on the basis of age. (Of course it is not contemplated that unteachables will be cared for in regular classes.) The teacher divides the class into smaller groups, each as nearly as possible a cross section of the pupil abilities of that grade. For many activities, and for all activities at certain times, all the pupils meet as a class; but for the bulk of their learning activities they work together in these smaller groups. Such organization sets the stage for the operation, intimately on the small-group level, with cumulatively converging effects on the whole-class level, of the positive principles of group dynamics applied to instruction.

Such a plan makes exacting demands on the teacher. In the first place she must believe that learning is active participation. In the second place she has abounding faith in children's ability, with guidance, to learn from each other, often far more readily than they do from her direct presentation of the subject. She will recall her not unusual experience in ordinary class instruction of having some remark or suggestion or observation of a pupil either clinch effectively for classmates a point that she has been trying to get over to them or give her the clue how she may point it up more clearly for them all. For it seems to be a fact that children of a given age, though their IQ's considerably diverge, without conscious effort think more alike (less divergently because of their more consecutive stages of



physical, mental, and social maturity — in line with generally accepted principles of group dynamics) than she, even with considerable conscious effort to approach materials and her pupils on their level, is able to think as they do. She will need social and mental poise. She will have to be alert and perceptive in the area of human relationships: first, in her choice of members of the small groups, including perhaps re-evaluation of her original selections with some shifting to improve relationships within each group; second, in close following of the activities of each to insure that the potentialities for complete participation in the smaller group become actualities; third, in timing her own participation in the smaller group to fit best into its developing pattern of learning; fourth, in planning the assembling of all the groups to insure wider sharing of the learnings of each with the entire class. Obviously this does not exhaust the lists of demands on the teacher. Trying to summarize the requirements in one brief statement, we might say that she must be a top-notch organizer of the energies of children without allowing organization to become mechanical or rigid or, in any sense, an end in itself. What is this but superior instructional and social leadership? Some day perhaps we'll direct more effectively our efforts in recruiting, selecting, and preparing teachers toward capturing, holding, and upgrading just that kind of teacher-leader.

### The Advantages

Let's take a quick look at some advantages that accrue. In the smaller group the reluctance to participate which afflicts all or most of us in the larger group is mitigated if not entirely laid at rest. Whereas the pupil is merely "in" the larger group, not truly "of" it, he feels he really belongs to the small one. It isn't very different from the family, or the neighborhood play group. So he gets into the game and plays, the prime requisite for learning anything. Even the slower pupil, feeling that he really counts, becomes more intimately involved, shares in the projects and activities, the common enterprise. Thus sharing ideas, difficulties, problems, attempted solutions, appreciations, and accomplishments, he learns up to his learning limits. When pupils learn from each other, these limits

seem to rise. Perhaps the greater improvement will come in what we term the content subjects; but the tool and skill subjects should not be far behind. This improved learning is a gain for democracy as well as a value in its own right.

There are other gains. In the small, across-the-board group each pupil is both more aware of and more concerned with the abilities, the ideas and understandings, the difficulties and needs, the hopes and aspirations, in short, the whole person, of every other member. If the teacher is socially perceptive, help will be given and accepted freely, without patronizing or domination of the superior, without envy or subservience of the less able.

### Democracy in Practice

This kind of group retains the challenge of differences in ability and personality without exalting the superior or submerging those of modest attainments. It is like groups outside the classroom and in adult life. Meaningful intellectual and social contacts are maintained between children of divergent abilities. These contacts and the sympathies and understandings that flow from them are crucial in maturing the structure of democracy. Here is democracy in practice. Here democratic procedure is developing naturally, through sharing and working together on significant tasks. Here, in intimate association all, albeit unconsciously, are learning to appraise one another's qualities of mind and of heart. All are learning, under the teacher's guidance, to select their leaders, each in terms of special fitness for the particular job currently on the board. Leaders are learning the responsibilities and the techniques of leadership by leading.

One of democracy's crucial problems is the all-too-common gap that seems to develop between the people and their leaders in aims, ideas, language, understanding, even human sympathy. Could it be related to possible weakening of contacts due to the intimacy-discouraging large numbers in the typical regular class or the actual segregation that occurs in homogeneous grouping? The small, across-the-board groups may be at least a partial answer to that problem. The leadership of some in learning in these small groups, and the pressure on all for working together to set up and then to achieve their aims, should work wonders in discovering how one another's minds work and how to communicate.

Will all benefit equally from this plan? Almost everyone will see how the slower student will profit. How about the more capable? Part of the answer lies in the fact that learnings are not only of the subjects and skills that we ordinarily regard as constituting the curriculum. Even here the more capable, challenged to lead and to assist his mates, will undoubtedly master more content and build more adequate skill in the process without losing contact with children of his own age and general maturity. Probably of equal importance, he will also learn what is recognized increasingly as a most, if not the most, important possession a person can have — how to work creatively with people, how to be an effective leader.

(Concluded on page 80)

## Boards and the Publishing of Election Notices

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Two aspects of school board operations that remain of continuing importance to board members are those of district reorganization programs and bond issues for school construction.

Since both of these subjects are apt to require an expression of voter opinion, the procedures involved in carrying out school district elections are of major concern to conscientious board members. And school district elections have been a frequent source of educational litigation.

An interesting case involving a special district election, as it related to both a reorganization program and a proposed bond issue, was recently decided in the Supreme Court of Missouri.<sup>1</sup>

### Facts of the Case

On June 29, 1951, a special election was called by the Daviess County board of education—to be held on July 31, 1951—for the purpose of approving the reorganization of School District No. R-6 of that county. Notices of the election were posted in at least three public places within each of the component school districts 15 days prior to the election, as was required by statute.

The pertinent statutes also required that similar notices be published "at least two times in at least one newspaper of general circulation in the county . . . affected by said proposed enlarged district, the last published notice not less than six days prior to the date of election."

There was no newspaper published within the boundaries of the reorganized district in 1951. However, the required notices did appear in the "De Kalb County Herald," a paper published in Maysville (in adjacent De Kalb County). Maysville was some eight miles west of the Daviess-De Kalb county line. Notices were also published in three Daviess County papers, but these latter notices were not timely in that all did not appear within the time limit fixed by the statute. Hence these notices were not at issue in the present litigation.

At the election on July 31, 1951, the voters approved the reorganization by a vote of 200-146.

<sup>1</sup>State ex rel. *Reorganized School District No. R-6 of Daviess County v. Holman*; cited as 275 S.W. 2d 280 in the National Reporter System.

Some 21 months later, at an election held on April 18, 1953, the board of education of the reorganized district submitted to the voters a proposition to authorize the issuance of \$113,000 in bonds. The proceeds of this bond issue were to be utilized to erect an addition to the existing school building. This proposition was approved 400-191. The issuance and sale of the bonds was then ordered by the district board.

However, the State Auditor (Holman) refused to validate the bond issue on the ground that the 1951 special election—at which the reorganization of the district was approved—had been held without the publication of the notices required by law. Accordingly, the Auditor contended, School District No. R-6 was not a lawfully organized district. Hence, the bond issue could not be validated.

While the specific issue in this case was of particular concern to the patrons of the reorganized district, its implications are of considerable interest, and importance, to school boards of other districts in the state of Missouri as well as in other jurisdictions.

Basically, the issue could be stated as follows: Must the required notices announcing a school district election appear in a newspaper of general circulation which is published within the county affected by the election, or may such notices be placed in a newspaper which has a general circulation within the affected county, but is published outside the county boundaries?

### Findings of the Court

After noting that there was no challenge to the validity of the 1953 bond issue election itself, the court commented that since its organization, the district had "at all times . . . performed and exercised all of the privileges, functions, powers, and duties of a reorganized school district, and received State aid. It is the only school district providing educational facilities and maintaining schools within its boundaries. Its existence as a legally organized school district has never been attacked or questioned prior to this proceeding."

The opinion then pointed out that the "Herald" had been published since 1900, had a list of bona fide paying subscribers, and, as a weekly, published news of "gen-

eral character and general interest." While there was no question of its being a newspaper of "general circulation" in De Kalb County, the court noted that the paper was also circulated among readers in Daviess County "without regard to their business, trade, profession, class or political belief." In this latter county it had approximately fifty subscribers.

In this connection the court declared that a "newspaper of general circulation" was not to be determined by the number of its subscribers, but rather by the diversity of the subscribers. It noted further that, "even though a newspaper is of particular interest to a particular class of persons, yet, if it contains news of a general character and interest to the community, although the news may be limited in amount, it qualifies as a newspaper of 'general circulation.'"

To the contention that the statute required that the election notice should have been printed in a newspaper of Daviess County—since, with all of the component school districts located therein, it was the "county" "affected"—the court replied that the only pertinent statutory requirement was that the notice be published "in at least one newspaper of general circulation in the county . . . affected. . . ."

After emphasizing that the statute neither "specifically nor inferentially" contained any requirement that the location or situs of publication of the paper was to be within the county "affected," the opinion then added: "Absent such a requirement we cannot read into the statute a restriction which, if the Legislature had desired therein, could so easily have been inserted. A careful study of the statute convinces us that the Legislature meant exactly what it said, and no more."

Concluding that the "Herald" was a newspaper of general circulation in the county affected by the reorganization, the court held the notices to have been proper, and ordered the State Auditor to register and certify the bond issue.

### Significance of the Case

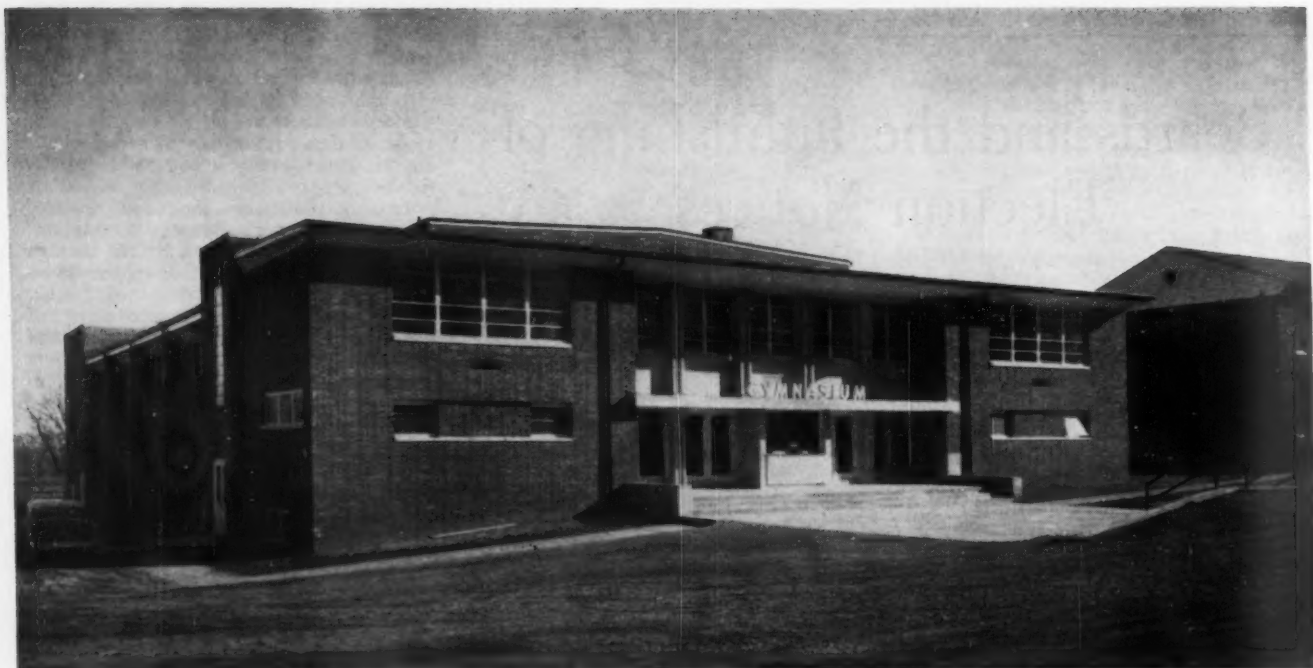
In addition to determining that the State Auditor must validate this specific bond issue, this opinion may also be said to have established the following legal principles of general interest.

*First:* Where school boards are required by statute to publish election notices in "newspapers of general circulation," a paper publishing news of a general character and interest to the county or region affected by the results of the election, and circulating among a diversity of subscribers (in that region) without regard to their class or political belief, meets the statutory requirement.

*Second:* A statutory requirement that an election notice be published in a "newspaper of general circulation in the county [or region]" affected by the election results does not mean that the paper's place of publication must be within the region, but only that the paper have a general circulation within the region.

*Third:* Where a statute neither specifically nor by inference places any restriction on a requirement appearing therein, the courts will not read such a restriction into the statute.





Gymnasium Building, Crystal City, Missouri — Wm. B. Ittner, Inc., Architects, St. Louis

## New Gymnasium Building for Crystal City

**DAVID P. MAX**

Superintendent of Schools  
Crystal City, Mo.

On May 5, 1953, the voters of Crystal City, Mo., put their stamp of approval upon a project which had long been envisioned by the board of education of the school district. Upon that date the citizens of the community, by an overwhelming majority of 664 to 130, approved a bond issue of \$325,000 for the construction of a new gymnasium building for the high school.

Upon receiving the go-ahead signal from the board, the architectural firm of Wm. B. Ittner, Inc., began work on the plans, and contracts for the gymnasium building were awarded September 15, 1953. The total sum of the contracts awarded was \$292,927, which amounted to .76 per cubic foot. Equipment, including telescopic gymnasium seats, gradings, and the development of parking facilities, brought the total cost of the project to \$345,000.

The new gymnasium is located immediately north of the already existing Crystal City High School, and is connected to the high school building by an enclosed corridor and stair well.

The building is of brick exterior and con-

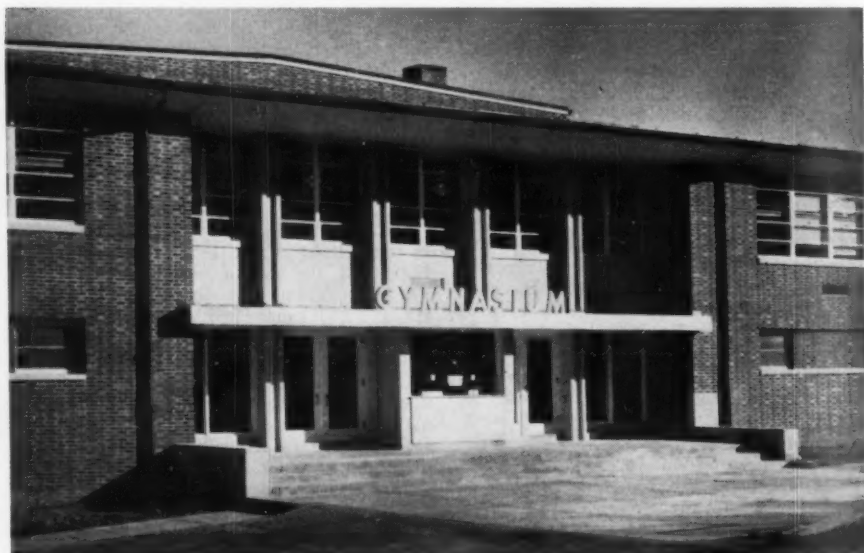
crete block interior with impervious wainscot where necessary; the structure has rigid framing. There is an unusually effective heat distribution system for the gymnasium proper, which is accomplished by a large duct down the middle of the ceiling of the gymnasium. Spaced at regular in-

tervals in the duct are vents which provide proper distribution for the heat and ventilation.

The first floor of the building contains, in addition to the gymnasium, an entrance foyer, a coat room, rest rooms, a concessions room, and an office.

The large gymnasium area can be divided by a sliding curtain, resulting in two separate gymnasiums for physical education classes or other purposes. For athletic contests, the large gymnasium will seat 1925 spectators on bleachers which, when not in use, can be folded back into the walls.

At one end of the gymnasium there is a stage, which can be used as a play space in physical education and for the school band



A close-up of the front entrance





*These two interior views show the entrance at the West end (upper) and the stage at the East end (lower).*

at ordinary games. At games with very large crowds, folding bleachers can be pulled out and this area used for seating. The stage can also be used at civic gatherings too large for the present high school auditorium.

The locker and shower rooms for the

gymnasiums are located on the ground floor along the east and north sides of the building. The natural slope of the ground in this area affords plenty of light and air for dressing rooms.

The second floor of the building includes two regular classrooms and a room designed

specially for art work. There is additional space on this floor for storage.

One of the unique features of the building is Luxite glass clerestory windows in the south exposure of the gymnasium. This glass eliminates the sun's glare, which can be very objectionable in the afternoon.

## Some Characteristics of a Good Physical Education Program

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A good physical education program is an integral part of the total educational scheme, and is regarded as such by the administration, by the entire faculty, and by the student body. It is *not* one that is, or is regarded as, something apart from the educational system, something special, something extra, to be tacked on if, where, and when it is convenient to do so. It is *not* a program designed only for play purposes. Neither is it a program aimed solely at the development of highly skilled performers in interscholastic sports. Rather, it is a program which is an integral part of the educational experiences offered in the school because it offers very definite and worth-while contributions toward the accomplishment of the objectives laid out for general education; in some cases, *unique* contributions which are made by no other area of the curriculum.

When the program of physical education is an integral part of the total educational program, it will not detract from the other aspects of that total program. It will be kept in proper perspective, the activities included in it undergoing constant analysis and evaluation to determine their contributions to the accepted educational objectives. There will be no overemphasis upon one activity with the attendant neglect of other important activities, which, in such cases, is inevitable.

### A Vigorous Program

The major unique contribution toward the accomplishment of the objectives of general education may be regarded as one of the most important characteristics of a good physical education program. That is, a good physical education program is a vigorous program. It is loaded with activities which are designed to provide the students with sufficient exercise to develop the strength and endurance required to meet the tasks of the day, plus an adequate reserve as insurance against in-

fectious disorders which seem prone to attack the excessively tired, the worn-out, the run-down individual with weakened resistance. It is a program with activities vigorous enough to supply the exercise needed to stimulate young bodies to normal biological growth and development. It contains an abundance of activities which will aid in developing strong hearts, adequate lungs, properly functioning organs in a sound healthy body.

The good physical education program offers vigorous team games, group games, track and field athletics, wrestling, swimming, and physical fitness exercises, for this purpose. A lion's share of the program offered in the junior and senior high schools should be devoted to activities of this nature. The student's participation in them should be *regular* and *often*, because regularity and an increased dosage of vigorosity are the prerequisites to improvement in strength and endurance. This participation should extend throughout their school careers since the attendant effects of exercise upon biological growth and development of the body cannot be "stored up" during any one year, or two years, and then be released slowly over a period of time. The body must be exercised regularly just as it should be fed regularly. The amount of exercise needed varies from individual to individual, and varies within each individual with age and circumstance, but the need is always there. For the growing, developing child the need is for regular vigorous exercise.

### The Program for Girls

The program for girls will be vigorous in terms of the physical capacities of girls. The basic physical and temperamental differences between the sexes must be recognized and the program for girls adapted to provide for those differences. It has been well established that the boy is stronger, has longer limbs, quicker reaction time, greater endurance, and a

natural advantage in running due to skeletal differences. Also, it is equally well known that being strong, being able to outdo the other person physically, has a natural appeal to most boys and to few girls. Society places different demands upon men and women. A girl needs to develop sufficient strength and endurance to enable her to meet such demands as society may place upon her in her role as woman. She must be able to meet these demands efficiently and, in addition, have sufficient reserve to meet situations which extend beyond normal demands.

The girls' program should be vigorous without apeing the program for boys. Sports such as basketball, volleyball, soccer, softball, and hockey should be played by national rules which are adapted to the physical abilities of girls. Very little, if any, emphasis should be placed upon interscholastic aspects of the program. An evaluation of such activities in terms of educational objectives and the characteristics and needs of the adolescent girl contraindicate such practices.

Dance and rhythmic activities should comprise an important part of the girls' program. They offer excellent opportunities for the development of strength and endurance in a setting which appeals to girls. Girls want to be graceful, to be attractive, to be glamorous. Dance and rhythmic activities, properly presented, can assist them in gaining these objectives.

### Neuromuscular Skills

A good physical education program gives consideration, time, and effort to the development of neuromuscular skills. It is concerned with skills which make for efficiency of movement and body control. It is concerned with developing the skills of good posture, of walking efficiently and gracefully, of running, of throwing, of kicking, of dodging and tagging. It is concerned with developing the specific motor skills required to engage satisfactorily in the activities presented in the program. The satisfaction gained from participating in an activity is dependent, to some extent, upon the progress made in developing the fundamental motor skills required by that activity. The good physical education program provides for developing these skills in a systematic fashion. Instruction and practice in skills is begun early in the grade school and continues throughout high school.

The acquisition of neuromuscular skills is more important to the boy than the girl at the secondary level. His level of aspiration and of performance in sports activities is dependent upon more strength

and endurance and a higher degree of skill than she can muster, unless she has had guided experiences in those activities. On the other hand, she has a genuine need to know the principles of efficient movement in walking, reaching, lifting, pulling, and a host of similar skills which will enable her to perform daily household tasks in later years at an optimum level of efficiency. There is still a definite need for instruction in these basic fundamentals of movement at this level.

### Achieving Social Balance

A good physical education program is educational, as well as physical in nature. It is a program in which the activities presented are used as tools in an attempt to fashion boys and girls into the type of men and women we would have in our society. It is a program which attempts to develop the habits of conduct, the attitudes, and the ideals which we feel to be desirable. It is a program which provides for guided practice in meeting a variety of social situations as one of a social group.

Team games and group activities are one of the most fruitful areas in the school curriculum for accomplishing this purpose because these activities give the students an opportunity to practice the "social skills" required for satisfactory group functioning. One cannot learn to function as a member of a group, working toward a common purpose, without actually practicing the task of working as a member of such a group, any more than one can learn to swim without getting into the water and trying, again and again, to swim. Further, the games and group activities are *real* to boys and girls; they are *important* to them; they are intensely interested in them, all of which makes them excellent vehicles for efficient learning.

The mere fact that an activity may contribute to the social development of the individual does not inevitably insure that desirable social development will result from participation in that activity. The game, in reality, is a means to an end. When the game itself becomes the end, and winning becomes the criterion of success or failure, the opportunities for desirable character development are lessened. The use of physical activities as educational tools demands methods of teaching which provide opportunities for student electing, student planning, student participation, and student evaluation if desirable personal and social outcomes are to be attained. The good physical education program employs such methods.

A good physical education program is educational in the sense that it attempts to develop in students a knowledge of the rules, fundamentals, and playing strategies of our national sports. Sports have become such an important part of American culture that it is essential these things be taught in the schools in a systematic manner. The sports pages are an important section of every newspaper. Sports news blares over the radio at regular intervals each day. Thousands upon thousands of people witness athletic contests all over the United States every year. The rules, fundamentals, and strategies involved in the

major sports should be taught in the schools to enable our people to watch these contests intelligently and to appreciate this growing aspect of our culture.

### Carry-Over Values

A good physical education program presents activities of a recreational nature which will carry over and function during leisure time. Two problems are involved here. First, activities must be presented which are suitable for the leisure time of the students, and, second, activities must be provided which will be suitable for the leisure time of those students when they become adults. The two problems are not the same. An activity that is interesting to a growing youth, one that is fun for him, one that meets the exercise needs of his growing and developing young body, cannot meet the same specifications for that youth as for an adult at the age of thirty or forty.

The physical education program should provide instruction and practice in team sports and games in the required physical education classes, and should furnish an opportunity for employing what is learned there in an extensive intramural program in order to meet the present leisure time needs of the students. The activities offered in the intramural program should parallel those offered in the required program. If possible, intramural participation should be used as a motivating factor in the physical education classes. Specific coaching and instructing of teams and individuals may be done with the prime objective of preparation for intramural participation. This can be done with team games, such as touch football, softball, volleyball, soccer, and speedball. For those students who prefer individual activities of a vigorous nature, the program may provide track and field athletics, swimming, wrestling, and tennis.

The good physical education program must also offer activities which may be carried on throughout life. This demands activities which are not too strenuous and which require but few participants at any given time. The opportunities for adult participation in organized team games are limited, assuming the presence of the individual physical fitness required for most team activities. Such things as golf, tennis, archery, badminton, swimming, Ping-pong, bowling, and shuffleboard are more likely to carry over into adult life successfully. Hiking, camping, fishing, and hunting may also be included by virtue of their carry-over value.

Many of these so-called recreational activities may be, and should be, carried on as co-recreational projects. Archery, golf, tennis, Ping-pong, volleyball, shuffleboard, badminton, aerial darts, and deck tennis are examples of activities which have been used successfully for this purpose. Social dancing and folk dancing also fall into this category, social dancing in physical education classes is almost a necessity if the all-school social functions are to be a success.

The amount of time given to recreational and carry-over activities is determined, in part, by the total time available in the required classes. If a physical education class meets only two hours per week, an

excess of this type of activity will result in a program which is much too mild to meet the exercise needs of the junior and senior high school student. If the class meets the recommended five hours per week, more can be done in this regard.

### Geared to Individual Needs

A good physical education program is a program designed for all of the students and not for a talented few. The required program and the intramural program should not suffer from overemphasis of the inter-scholastic athletic program. The poorly co-ordinated, awkward, weak individual has perhaps more right to, and certainly greater need for, participation in activities and experiences in group situations of a physical nature as does the well-co-ordinated, strong, muscularly-gifted individual. The girls' program should receive a fair share of the time, facilities, equipment, and leadership available in the school.

The program should be geared to meet the needs of the individual student. This can most satisfactorily be done if the students are classified into group of workable size for instructions and participation. Where the size of school permits it, the members of a physical education class should be of the same grade level. Often in classes which are homogeneous with respect to grade level, it is wise to classify the students within the group for instructional purposes and for participation.

The program must be adapted to the special needs of those individuals who are unable to take part in the regular program. All students should be required to take a medical examination to be used as the basis for activity assignments for handicapped students. The teacher may adapt the program within the regular class for particular individuals. Special classes may be set up for these people. Remedial classes may be established for those who have defects which may be corrected through exercise. The exact procedure followed depends upon the size of the school but, regardless of size, an honest attempt must be made to present a program from which every student in the school may profit as much as possible.

### Good Planning Required

A good physical education program is planned carefully and well. The activities must be selected and the time allotted for each activity with an eye toward their importance in the total educational scheme. There must be planned progression in activities and instruction. This progression should be in the form of progression in dosage of exercise, progression with relation to the neuromuscular complexity of the skills presented, and progression with relation to the rules, fundamentals, and playing strategies of the various activities.

Teacher, administrator, and community must recognize and adapt these guiding principles to build a good program of physical education. Only when all concerned are in harmonious agreement with relation to the place and purpose of physical education in the public schools will our boys and girls gain full and complete benefit from participation in physical activities.





Sixty-eight silver-mirrored reflectors, using 750-watt mogul-base lamps, give 45 footcandles of illumination in the gymnasium of Wilkes College, Wilkes-Barre, Pa.

Basic Ideas on —

## HOW TO LIGHT A GYMNASIUM

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Lighting a gymnasium is a problem in itself, requiring its own individual solution. Whether it is located in a small elementary school or in a large university, the gymnasium cannot be lighted either with the same type of equipment or at the same levels of illumination as a classroom, shop, or auditorium.

In most schools, the gymnasium must be flexible in adapting itself to a wide variety of uses. The lighting system must be equally flexible. Let us discuss some typical gymnasiums, and see what the lighting requirements are.

In small elementary schools, there are generally three uses for the gymnasium: physical education classes; meetings of the student body (when there is no auditorium in the school); and social functions, such as dancing schools and P.T.A. meetings. In high schools, particularly larger schools, there again are three basic uses for the

gymnasium: spectator sports; regular gymnasium class activities; and social activities.

At the large university level, other meeting places are available and the gymnasium's use is restricted more closely to physical education classes and varsity athletic events. In addition to providing lighting for these activities, it is becoming increasingly necessary in many colleges to provide adequate illumination for televising sports events. Other uses for large gymnasiums on the other end of the foot-candle scale, are all-college dances and events of a similar nature.

### Good Practice Principles

No matter what type of gymnasium is being illuminated, there are several basic good practice principles which apply to all:

*First:* It is imperative that the general lighting provide well-distributed illumina-

tion for reasonable uniformity.

*Second:* The lighting system must be designed to minimize direct glare, since in most sports activities there is considerable time in which both participants and spectators are looking upward.

*Third:* The ceiling must have relatively high reflectances since it easier to see a ball or other moving object in flight against a light background.

*Fourth:* The equipment must be accessible easily for maintenance.

From the architectural standpoint, modern design for school buildings of the elementary and junior high class tends toward one story construction. Structures of this type generally have flat roofs which are ideal for recessing incandescent equipment. In larger schools, where the gymnasium is integral with the remainder of the plant, exposed beam and shallow truss ceiling construction is frequently encountered. In this construction housed "incandescent units" (with or without wire guards, depending on mounting height) are indicated.

In order to design a workable lighting system with an adequate foot-candle level for a specific gymnasium, it is necessary to know all the uses to which the area will be put and then to apply standard

lighting procedures together with a little common sense in planning.

### Three Illumination Levels

As stated above, generally any gymnasium will require at least three levels of illumination. The elementary school gymnasium might need 5 foot-candles for the weekly dancing class, 10 to 20 foot-candles for the physical training program, and no more than 30 foot-candles for any other use.

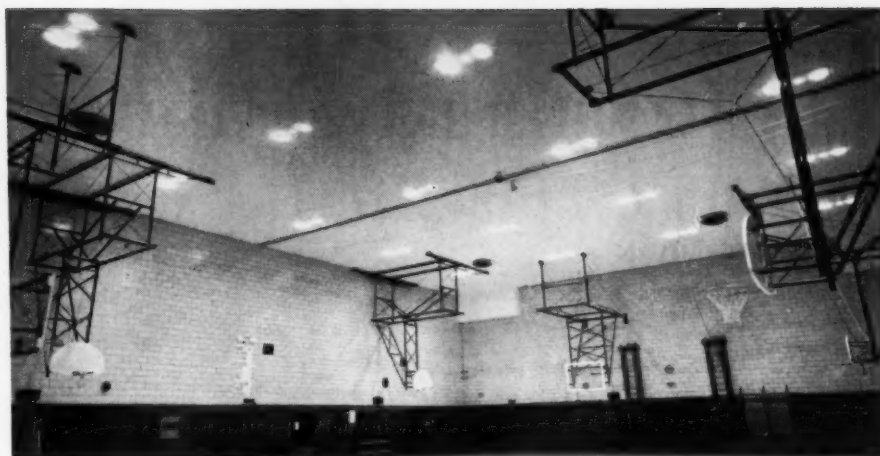
The high school that holds the class prom one week and the district basketball championship the next, would require a flexible lighting system which would provide a minimum of 10 foot-candles and a maximum of 50.

But the large university might want its minimum set at 50 foot-candles, so that practice is held under good lighting conditions, while the actual games might be played under approximately 125 foot-candles which is ideal for the television cameras. To arrive at the higher foot-candles, the use of more units, spaced closer together, is the answer. In larger and higher gymnasiums, however, a considered economic balance should be struck, taking into consideration the number of outlets versus maintenance and similar factors.

### Fluorescent Lighting

In recent years, fluorescent sources have been used in gymnasium lighting. Where good brightness ratios between units and wall and ceiling areas are observed, these installations have been successful. As a matter of fact, combinations of both fluorescent and incandescent lighting have proved to be the most satisfactory.

Generally speaking, extensive type silver-mirrored reflectors are used in "al-incandescent" application with fairly moderate spacings for even distribution. These may be augmented by intensive or concentrating reflectors to build up higher localized levels of illumination. While the wattage required depends on foot-candle levels required and mounting height of the equipment, 500 watt equipment is preferable for the average gymnasium. Higher wattage light sources cause glare which



*Recessed bays are used in the North High School Gymnasium, Akron, Ohio. Each bay contains a 150-watt, a 500-watt and a 1000-watt silver-mirrored reflector.*

only deep shielding and resultant loss in efficiency can cure. In the corners of the gymnasium, where illumination levels fall off, 750 watt lamps may be used.

After deciding on spacings and calculating foot-candle levels with all units turned on, circuiting arrangements can be planned which will control the lighting system so that lower foot-candle intensities with satisfactory distribution can be used when the occasion arises. It is this circuiting which gives flexibility to the system, and proper planning will achieve good results for two-level or three-level systems.

In addition to the general illumination control by circuits or groups of lamps, it is possible to put several circuits on dimmers so that even wider variation can be achieved. Thus a 5-foot-candle level could be achieved for the Junior Prom, by arranging the circuits through dimmers. In addition, color caps or roundels can be used as "moonlight" or other effects, but here it is necessary that the equipment be convenient so that these accessories can be put on or taken off with minimum work.

Additional lighting for special events should be considered at the time of the

original installation. Considerable money can be saved by planning in advance so that the necessary installation work and circuiting can be done at one time. Two examples of this are special lighting for boxing and wrestling arenas, and lighting for basketball backboards. If considerable use is made of a ring, then thought should be given to designing a platform containing a bank of lights, which could be lowered into position for boxing or wrestling events. For standard use, however, it usually is adequate to provide four or eight additional standard units over the center of the floor, on a separate circuit, which can be turned on when the ring is set up. Basketball backboards can be lighted by placing two units approximately three feet on either side and slightly in front of the backboard, doubling the illumination at this focal point.

### Other Lighting Needs

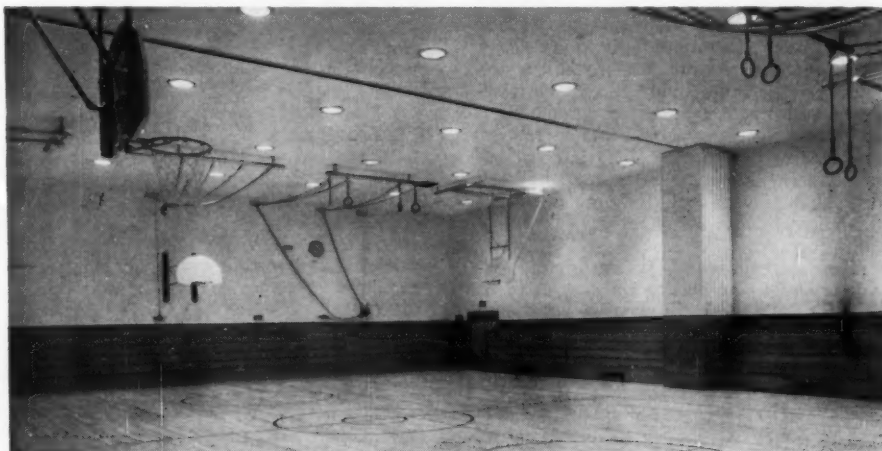
Supplementary lighting equipment which may be required includes that needed for spectator areas, illuminating scoreboards, exit signs, and safety lighting. The last mentioned is accomplished generally by a special circuit, controlling units placed over exits and in the center of the gymnasium ceiling.

Maintenance must be planned in the installation, so that the lighting equipment can be re-lamped and cleaned with minimum effort and cost. There are three general methods of maintaining lighting equipment in high-bay installations such as gymnasiums:

1. *Catwalks:* These can be provided inside an enclosed ceiling, so that the equipment can be re-lamped and cleaned from above. Otherwise they can be placed between truss supports for easy accessibility to the exposed pendant lights.

2. *Movable Platforms:* Telescoping or sectional maintenance platforms provide ready access to the light equipment. This system of planned "group maintenance" and lamp replacement will mean that some lamps are replaced before they burn out, while others may burn out some little time before they are replaced. Additional lamp

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*In the Goodrich Street School Gymnasium, Uniondale, N. Y., ceiling height permitted the installation of recessed silver-mirrored reflectors to achieve 40 footcandles of illumination.*

# HAVE IT IN WRITING

EDWARD J. RYAN

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As a practical means of solving day-to-day problems in administration, many school systems have printed statements of school board policies; they use also teachers' handbooks, custodians' manuals, and even students' handbooks. Should the advantages of these general policy statements be extended to the various areas of the curriculum? It is the writer's opinion that a useful beginning could be made with the printing or mimeographing of a loose-leaf manual on athletics.

## Importance of Athletics

The growing importance and the logical place of athletics in a balanced physical education program have been emphasized in recent years in numerous articles in both popular and professional periodicals. Not only educators but famous coaches and players have expressed themselves. Even the important Educational Policies Commission of the N.E.A. and the A.A.S.A. has published its recommendations on a properly conducted athletic program.

Athletics have a unique contribution to offer to total education. This fact is widely recognized but is not often enough utilized in specific day-to-day practices of local school systems. The place of athletics in the curriculum and the especial means through which the objectives are arrived at, will be best understood by teachers, supervisors, administrative staff, school board, and the public if the bare bones of the curricular outline are supplemented by a complete, written statement of scope, policies, and details of the program. An informed public is a supporting public; parents especially are interested in the athletic activities in which their children participate. Even the newspapers and the curbstone coaches will be less apt to misunderstand changes and innovations if the written policies are made available.

In their respective schools, principals have the central responsibility for the conduct of a good athletic program. They need a point of reference provided by a written statement of policies for judging current practices, for comparing them with established standards and rules, for helping in the supervision of athletic instruction, and for keeping the athletics in sound proportion with the rest of the instructional program.

There are many other reasons why it is a sound idea to have the athletic policies

in writing. Students and their families need help in understanding athletic rules. Where students have informed themselves regarding athletic policy, problems of community support have been less difficult.

Personnel changes among coaches, administrations, and even board members may be haphazard, but a written policy doesn't change with every change in personnel. Last but not least, familiarity with printed policies will help officials at athletic contests understand the purpose and spirit of the local athletic program.

## The Portland Manual

In the Portland schools, an athletic manual has been developed and is available in mimeographed, loose-leaf form. This manual has been prepared with the following practical considerations in mind:

First, an athletic manual should be developed for every school system. It should be the result of local group thinking. The responsible group should include the superintendents, board members, principals, coaches, officials, and students. The entire manual should not be written by one individual no matter how much experience he has had as teacher or administrator. Besides, the book will be more readily accepted by those who use it if they have had a part in its development.

Second, even though the manual is developed to fit the local school system, it should be in accord with the athletic league rules, the state educational laws, and the State Activities Association policies. One person should act as a clearing-house and organize the information that is to be assembled. He should thereafter keep this information current. The internal administrative organization should be well defined in the manual. In some instances, this might include a line and staff organization.

Third, every school system should decide upon its own outline and format to be used for the athletic manual. A form should be selected that is the most convenient to the people who use it. The manual may be printed, mimeographed, or duplicated. A loose-leaf book is best for eliminating pages with obsolete material and adding new policies and data. Definite provision should be made at the outset for making additions, deletions, or modifications in the manual, and who shall have final interpretive powers. Since a board of education represents

the citizens of the community, the members as a legal unit have the obligation to aid in interpreting educational policies, including those governing school athletics.

Fourth, when beginning to assemble a manual, the past minutes of the school board should be reviewed for orders, rules, and even one-time decisions. Professional books and pamphlets and eligibility rules should be made use of. Subjects for which no policies have been developed should also be listed. As professional specialists, the coaches should be consulted for suggestions and recommendations.

Fifth, when completed, the athletic manual should be reviewed by the superintendent, recommended by him to the local school board, and adopted as the basic policy of the school district. Sections for schedules, records, and statistics may be added if desired. The whole statement should be exact, clear, and concise in language. In content and form, attention should be given to make the manual relatively stable, but not inflexible, or without opportunity for change. Temporary schedules should be sent out in bulletins or personal letters to the people concerned. All individuals should be referred to by the offices they hold. No personal names may be used. The word *shall* should be used when a policy is mandatory; the word *should* will indicate permissive practices.

Some of the things which Portland included in the manual are:

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	Schedule

Our manual has proved very useful for our system. It is revised each year. We have many requests to send it to other school systems.

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# HUMAN RELATIONS TECHNIQUES USEFUL IN SCHOOL ADMINISTRATION\*

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Techniques in human relations do not operate in a vacuum; the setting in which human beings work and live determines in large part the direction, the spirit, and the way a technique will be used. What the total situation means to individuals and groups governs the acceptance or rejection of certain practices in human relations. To say it another way, when we change the setting we tend to change the behavior of people. For illustrative purposes, let us quote from another writer in this connection. Mosca in his book, *The Ruling Class*, suggests that geographical features affect the energy output of people in a country far more than the popular conception of the degree of hotness and coldness as measured on thermometrical scales. Here is his conviction:

Whether a country is more or less level or more or less mountainous, whether it is situated on the great highways of communication or remote from them, are factors that exert a far greater influence on its history than a few degrees more or less of mean temperature.<sup>1</sup>

Lewis Mumford, in his book, *The Condition of Man*, expresses still another slant on environmental influence. His point of view in brief is that the rejection of the past in medieval times gave an unbounded confidence in human powers and, by its very overcompensation here, it raised the level of human energy.

In our own country there are many who feel that the westward migration sparked the growth of new personalities in our forefathers. When the English, French, Dutch, and others broke from their homelands and moved westward they developed different personal and social traits, and some developed what might be described as magnetic personal qualities. Endless opportunities for new territories, exploration, and expansion gave our frontier ancestors illimitable confidence in their ability to control their own destiny.

If we move from frontier times into

modern day living, we shall find still others who stoutly adhere to the point of view that a setting controls the development of a people. Here is a quotation from T. K. Quinn to the effect, taken from his publication entitled *Giant Business*:

The truth is that no one man can possibly comprehend, much less manage, one of today's billionaire corporations. They are egotists who think they are managing, but they are only office holders, like the governor of a political state. Big business breeds bureaucracy and bureaucrats, exactly as big government does. The unconscious collectivists are fighting for their jobs more than for principles of humanity. But don't be too hard on them; they also know not what they do. They are children of circumstances and the conditions they accept, not creators who make conditions like the men who do something on their own and who really know the joy of independence and of being self-reliant.<sup>2</sup>

In other words, how a technique or procedure functions in an educational setting depends upon the kind of administrative pattern operating at a particular moment. When the administration, for instance, is authoritarian, those in minor control positions usually become fawning and craven before superiors and inevitably haughty, despotic, and overbearing toward inferiors.

Looking at techniques from another point of view, low morale is likely to occur if the administration is so loosely organized that teachers, students, and other staff personnel move about their business without suggestions, regulations or even a way of sensing what is approved or disapproved behavior. When the administrator follows a "hands off" policy, it usually engenders a feeling of insecurity on the part of the staff and leads to anger, scapegoating, and other expected forms of social disjunctions.

The administrative *modus operandi* not only is a human relations technique in its own right, but it also controls in large part other techniques that may be used effectively. To say it another way, some of the more important human relations techniques are inextricably joined with particular administrative theory.

## Creative Administration

The kind of school administration that is concerned here is one that furthers the goals of a creative school staff. Administration that furthers creativity may be the same as found in business, industry, and the professional world and then again it may not. We know that in the main, school administration starts from different purposes. To say it another way, the administration of creative workers has its own compelling road to travel.

If it is true that educational leadership has its own unique purposes and its undeviating path to follow, then proceeding to the next step as a natural corollary, surely certain human-relations techniques assume a more commanding position in school administration than in other types of administration. Without wandering too far from the subject or becoming technical, let us look at some shaded differences that may exist at the present time.

It is assumed here that such a momentary digression is important and necessary for clear thinking on this subject. The term administration is frequently like a tent; it covers everything and touches nothing. The term may also be like the image of a Procrustean bed where it is forced to have one meaning for all situations. It is the failure to see nuances of dissimilarity between school administration and other kinds of administration that causes many discussions on educational theory to end in a maze of contradictions and inconsistent expression of principles.

## Administration of Big Business

If educational administration starts from the framework of big business, then it tends to accept the techniques, procedures, and value judgments of big business. A value judgment that has led big business in previous years down a neatly-edged path is the principle, *caveat emptor*, the buyer beware! This principle has seemed acceptable to some entrepreneurs because big business has had something to advertise, something to sell, and something to promote.

The public school administrator should have nothing to advertise, nothing to sell, and nothing to promote. The schools belong to the people and not to the professional staff. As far as the school offerings alone are concerned, the faculty should be charged with the responsibility for helping citizens to select the kind of educational program they want and the type of educational program they can afford to buy. The public school administrator should

\* The present paper was read before a discussion group on "Human Relations Techniques Useful in School Administration," American Association of School Administrators, St. Louis, Mo., March 1, 1951.

<sup>1</sup>Mosca, Geretane, *The Ruling Class* (New York: McGraw-Hill & Co.), p. 15.

<sup>2</sup>Quinn, T. K., *Giant Business* (New York: Exposition Press, 1953), p. 106.

be especially proficient in helping pupils, teachers, and citizens evolve programs for the furtherance of learning experiences in the school and community. If citizens help to establish, to execute, and to appraise their educational program, then there can be little purpose in advertising, selling, and promoting as these terms are conventionally used in commercial circles.

The primary task of the administrator should not be put over his program, but to get people to think through their own programs. Public school people frequently overlook the fact that education is functioning in communities 24 hours a day and for 365 days a year. The school is only one institution that is educating people. It is time to recognize that the distinguished educational leader is the one who is helping citizens to become better teachers. In a figurative, if not a literal, sense, teachers and administrators should cherish and nourish the practice of everyone teaching, everyone learning, and everyone growing intellectually.

### Administration of the Professions

If educational administrators start from the framework of the professions—law, medicine, dentistry, and the like—then soon they find themselves thinking and acting in a manner similar to these professional people. In the professions there is the assumption that one who has been certified ministers to the needs of others. More frequently than not, there is a hint of patronage in the way the professional person works with citizens; clients are expected to fold their hands resignedly as they receive professional advice or treatment. To a great extent, the professions do things for people, rather than do things with people.

In education the task is not to do things to people, but to help people to do things for themselves. Human beings have to learn an idea before they can really accept it. The major emphasis in public schools should be on self-activity, not the passive activity of observing, listening, or following directions dictated by others. Administrators and teachers have little, if any, packaged information that can be handed down upon request. Instead of trying to plan programs to fit all situations, educators should tailor their skill and knowledge to individual children, schools, and communities. Instead of handing down knowledge from above, members of the educational staff should share ideas and experiences with citizens. Of course, there would be instances where teachers would be motivating parents to accept a point of view or to follow a certain practice. By the same token, however, teachers would be subject to persuasion and influence, especially when parents describe the unique characteristics of their own children. Educators release the inhibitions of people when they get them involved in doing tasks that are socially useful, and doing tasks that are of interest to themselves and to others. Identification with others is of much greater significance for learning than was once realized. Earlier educational psychology conceived of learning as the interactive process between teacher and student and little more. (It should be admitted that with the right



kind of teacher this still can be a very stimulating experience.) But now it is known that the really great motivation comes from companions, neighbors, and friends. What people see, feel, hear, and remember is determined in large part by their intimate associates in community life.

### Administration of Manufacturing Plant

In the manufacturing plant, the primary value judgment is efficiency in performance. Each operation is examined and measured with great care to be sure that it is producing the effect intended or desired. When efficiency is the primary goal, almost inevitably people become cogs in the plan of mechanized production. In the plant, the machine tends to dominate men rather than men controlling the machine. This is true even when management puts forth conscious effort to free men from the shackles of repetitive operations.

Desirable organization for the industrial plant may consist of a few selected officials doing the planning, directing, and supervising of the belt line system of operation. In mechanized operation there is little opportunity to enjoy the leeway of creative ideas. Almost without exception the techniques of production are set. Top management can see the success of their planning, directing, and executing at each stage of its development. The final product is ready for the consumer when it completes its journey on the belt line.

Educators in public schools should stress creative activities, not routine activities. Administrators and teachers should be concerned about freeing the minds of men, not freezing the mind to certain standardized patterns of working and living. Children should be taught to be different even more than to be alike.

### Policy Formulation

What is involved in implementing a program of creative administration? Here, in brief, is a plea for having staff members, under the direction of the superintendent of schools, formulate the policies

of the school for acceptance or rejection by the board of education. Concepts to be formulated would in large part be those expressed by lay citizens in the community. The idea is not new. It is now, in fact, in operation in many educational systems. A number of outstanding educators are convinced that effective programs can be achieved only in this manner. Teachers who are growing in their profession take greater interest in plans that are partly theirs. It gives a deep-seated feeling of belonging for staff members to evolve, to execute, and to evaluate educational programs on a peer relationship basis. It is becoming epigrammatic to say that, first, teachers use ideas that they understand and accept as desirable, and second, that the principles, techniques, and procedures they understand and believe in are the ones that they have helped to develop.

Confusion concerning the rights and responsibilities of teachers and administrators in educational settings has seriously impeded progress in effective group thinking. To say it another way, group dynamics has been pursued with more determination than success because the structure has not clearly delineated the freedom as well as the obligations of each staff member. If we can establish an administrative pattern that will free people to work creatively with each other, then surely there are no visible limits to the depth, the width, or the height that the human mind can reach.

### Pooling of Mental Resources

Without question, great potentialities are present in group interaction. In fact, there are those who feel that the day of great individual inventiveness has passed. Our problems today cut across many areas of specialization. It is literally impossible for any one person to be even reasonably well informed in all these fields of knowledge. It is going to take many minds functioning efficiently together to solve the problems of today. Perhaps atomic fission and the atomic bomb are examples of this kind of group thinking. Literally, it is impossible to visualize the infinite possibilities of group interaction. The pooling of mental resources does not follow the laws of economic barter or trade. In the area of economics, if I take a dollar bill to the banker and he gives me two half dollars, he has a dollar and I have a dollar. In the area of barter, if we should trade horses, I have a horse and you have a horse—or what is supposed to be a horse. If twelve of us assemble to think through a problem, each of us bringing our ideas to the meeting, it means that in the interchange I give one idea away and I receive eleven in return. Sounds as if you could have your cake and eat it too. The ideal in this system of group creativeness is to have each participant build on the ideas of every other participant in spiral-like fashion until a solution to a problem is reached that is far superior to the solution of any one person alone.

Creating is the sublimely inspiring experience. Imitation furthers the autocratic pattern of behavior, not the democratic way of life. It is not leisure that gives us pleasure. Work as drudgery does not provide satisfaction. It is creating that gives us joy.

(Continued on page 77)



## THEY ALSO SERVE

MARIAN A. BELING

Moline, Ill.

Most school board members are married men with families, and it is of these families, these wives and children, that I would tell you.

Children usually survive having their fathers serve on the school board without too much annoyance or inconvenience to their private world. Occasionally, if a determined effort is being made to change the school system against bitter opposition, there might be some die-hard teacher who will "take it out" on the children. On an extreme occasion, a teacher may even tell your child, as once was said to ours: "I could like you if you weren't your father's son." But this is an unusual case.

Our children may get "sick-and-tired" of having their scholastic efforts belittled by some of their less energetic classmates who twit them with remarks beginning: "Just because your father is president of the school board —"

When our youngest daughter was in junior high school she reached the breaking point after repeated counseling at home *not* to let it get under her skin. *Wham!* went her schoolbooks down on top of the boy's head, with a furious: "Don't you ever say that to me again, Bob Mills. I'm tired of your insinuations about me and my father's position." I would not advise this drastic way of dealing with tormentors. Strangely enough, it worked in this case, where more peaceful methods had failed. Eventually she and Bob became good friends.

### Children Are "Brains"

One of the problems of the children is that so many of them are good students. Their parents, being deeply interested in education, do everything in their power to get their own children to work hard and take advantage of every opportunity the public school system has to offer. Many times these children are outstanding in scholastic and leadership ability. They seldom belong to the popular or fashionable crowd, and quite often find themselves left out for one of three reasons: (1) because they take a more serious attitude toward education than the majority does; (2) because it is almost a crime in some junior and senior high schools to be a "brain" (especially if you are a girl); and (3) because no matter how good sports they are, there are always some kids who think they will tattle to their father who

immediately informs the principal about everything that happens.

In spite of these disadvantages, the children usually come through all right. Sometimes they are even proud of "pop" when he makes a speech, particularly if it is a short one. Our daughter, Eleanor, once proudly said to her friends after a graduation night that was very hot: "See, I told you my father would give a good speech. It lasted only 3½ minutes."

The wives are the ones to bear the brunt of "school boarding." They spend many lonely evenings while their husbands are attending meetings. They put the babies to bed and read to the older children. They make sure all homework is done and then play games with the older children until their bedtime. Then they sit and wait anxiously for the board meetings to be over to find out if a site was selected for a new grade school or if the minority were able to defeat a well-thought-out plan for lowering insurance costs.

### A Need for Consolation

They are restless and sometimes call each other on the telephone for a little consolation, especially if their husbands are sponsoring a controversial issue. Then the husbands come home and the wives

must be prepared for elation or depression, satisfaction or gloom. In the case of the former, the wives rejoice with their husbands and put a lot of ice cream with the chocolate cake to serve these modern knights who are struggling with the really important problems of the world.

The ice cream and cake is likely to lose its flavor, however, if the meeting has gone badly. Suppose a lot of dissatisfied citizens have been there demanding the school board build an overpass across a national highway. A fashionable suburb has been built up recently with the people knowing beforehand that the children would have to cross the highway to get to school. Now, these same people are demanding the school board build an overpass over the highway, a matter over which the school board has no authority whatever. But these citizens are determined and can wear men out with their senseless arguing.

Then the wives are inclined to be resentful and disgusted with people who waste their husbands' precious time and may think the people do not deserve a good, hard-working school board. Sometimes this reaches such a stage that wives prevail on their husbands not to run for re-election and the school district is deprived of the services of a very valuable and well-informed man. One of my friends was so disgusted that she threatened to commit suicide if John did not withdraw from the board. And she meant it! She was one of the very few who "couldn't take it."

### A Help to Husbands

Most of us, though, listen intently and, if we can offer no wise counsel, at least we are sympathetic. We listen with interest as school problems are discussed at P.T.A. meetings, women's clubs, civic board meetings, church groups, everywhere women gather and discuss the problems of the day. We try to sense the attitudes of various groups and analyze them. We gather all kinds of information that is helpful to our husbands in planning an over-all school program in keeping with the needs of the community.

One of the mixed blessings of being a board member's wife is the number of activities we are supposed to attend. We are invited to plays, band concerts, Christmas programs, dramatic contests, physical education programs, P.T.A. affairs, and several varieties of picnics. We are even given choice seats at the football and basketball games. We are always expected to attend the games, however, no matter how tired we are or whether we would really prefer to stay home to finish reading our new Christmas books. There are bacca-



Marian A. Beling



laureates and commencements to attend — I went to 32 commencements in six years!

All of these activities are worth while and enjoyable. We are interested in every one of them, but who takes care of the children while we are gone from home? Some of the time we can take the children with us; it does not hurt wiggly small children to learn to sit still through a few of these affairs. It is ruinous to their sleeping habits, however, to take them very often. Even if baby sitters were always available, it is not good for children to be left at home alone too often, no matter how important the outside affairs are.

We have given up most of our own social life to go with our husbands to

school activities, but where is the wife who can, without a twinge of regret, turn down an invitation to a nice party because she and Bill are supposed to attend a teachers' association meeting? She couldn't care less about teachers' meetings at the moment, but she goes with Bill, and while she is smiling sweetly at teachers, she is inwardly wondering if people will ever ask her to parties when and if Bill is no longer on the school board.

### The Great Temptation

The great temptation of a board member's wife is to tell all. This she must not do, even to her best friend. She sits in a group of women who are speculating

about some problem and she can scarcely refrain from telling them the facts of the case, but she must keep silent. What a catastrophe for a woman who likes to talk, and where is the woman who doesn't?

This is enough about the unelected members of a school board and their problems. Shall I tell you the great compensation for these really minor problems? It is this: In the course of being a board member's wife you meet and get to know such nice people, people who build up your faith in humanity. They are, as you probably will guess, members of other school boards and their wives. And you find that these wives have also taken their mottoes from Milton: "They also serve who only stand and wait."

### A Practical Program for —

# Selecting School Custodians and Maintenance Men

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Twentynine Palms, Calif.

Selection is that phase of personnel work wherein the superintendent, or his designated officer, with all possible assistance from principals and others directly concerned, review the applications received for a particular vacancy. The requirements of the position are kept in mind as the individual's personal background is investigated through listed character references. The applicant is interviewed and then given short written, oral, and performance tests. The final recommendation to the governing board by the superintendent and the subsequent approval or ratification of employment are based upon the results of these findings.

All positions should be clearly defined in respect to duties and responsibilities. The applicant having the necessary qualifications should be chosen to fill the vacancy. It should be remembered at all times during the selection process that it is far better to keep inefficient and unqualified workers out of the school system than it is to try to eliminate them afterward.

Certain basic qualifications should be required of all applicants. The items listed below indicate the type of characteristics desired. The applicant should have: (1) good moral character, (2) ability to deal amicably with children, teachers, administrators, school board members, and the public; (3) a satisfactory health certificate; (4) pride in neatness, orderliness, and systematic work; and (5) an education commensurate to the responsibilities and duties of the position desired.

Another primary consideration in the selection process is the availability of a good application form. Careful choice of items and their arrangement should be made either in the development or revision of a form so that the desired information can be obtained. Construction should be such as to make reviewing and filing an easy matter. A statement should be included in which the applicant affirms that all of the information presented is true to the best of his knowledge.

### Written Applications Essential

A written application should be required of all interested persons, and they should be instructed to submit the form only to the district office.

A thorough investigation of previous work should be made. The use of the telephone is recommended, since frank statements concerning personality, character, and the probability of success are more freely given in conversation than in writing. A separate file should be set up for each applicant in order to facilitate the locating of essential facts at a later date.

The next step should be to give the applicant a series of simple civil-service tests. There should be a written examination to determine the applicant's ability to read, write, and carry out instructions. The interview can be so planned as to reveal many of the individual's character-

istics, traits, and attitudes. Finally a performance test should be given so that the applicant can show his proficiency in specific skills required in the position.

An eligibility list should be prepared on the basis of ratings received in this competitive examination process. In establishing this list and making selections accordingly, undue pressure will often be removed from the district and the most suitable and capable candidate will be secured.

### Principles Underlying Policy

In summary, the following principles should be considered in the selection of applicants:

1. The selection program should be on a policy basis.
2. The qualifications and requirements for the various positions should be determined.
3. An application form should be prepared which will give the desired information.
4. All applicants should be required to file a written application.
5. All applications should be submitted directly to the district office.
6. The past work record of the applicant should be carefully checked.
7. Written, oral, and performance examinations should be given.
8. An eligibility list should be established on the basis of the findings.
9. The superintendent should make nominations to the board on the basis of the information obtained.

Every effort should be made to make all positions sufficiently attractive from the standpoint of working conditions and remuneration to appeal to the persons having the highest possible qualifications. A well-organized selection program will go a long way in achieving this objective.

### FOR BETTER SCHOOLS

Keep the door open wide to new ideas, new attitudes, and new people. . . . Constantly keep improving our programs, and our methods of communication with citizens.

— Public Management.

# CLASSROOM INTERRUPTIONS

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Good schools are dependent upon many and varied facilities. They require buildings, books, instructional supplies, records, teachers, as well as a myriad of other things and persons. The one indispensable item in this abbreviated list, however, is the teacher. One might conclude with some justification, that the teacher should hold a high priority of esteem among laymen as well as among the members of the teaching profession. Yet, strange things happen within the profession when one views the school in operation.

School buildings require the time, interest, effort, and continued attention of many persons if they are to be properly planned, constructed, equipped, operated, and maintained.

School boards formulate, announce, and enforce policies which aim to guarantee that the school buildings will be reserved in first priority for the educational purposes of the community. Requests and pressures that would cause the educational program to stand aside while a building was used for nonschool purposes would be resisted. Such resistance would have the approval of the community and the applause of the teaching profession.

## The Value of Books

Books have long been recognized as one of the very useful aids to, or sources of, learning in an efficient manner. A vast amount of time and energy each year goes into the writing, publishing, selling, selecting, and using of books. One cannot escape the impression that people place high value on the necessity of books in the school program and express a high degree of determination in guaranteeing that the intended purposes of the books should not be subverted.

Instructional supplies, likewise, occupy a position of high rating among the things that are needed to develop a good school program. In some school districts, a fixed percentage of the budget is earmarked for the purchase of paper, chalk, posters, films, laboratory material, and dozens of other items commonly classed as instructional supplies.

Pupil records constitute another item in the brief list of things that are needed to have a good school. The records of pupils command enough respect that most schools, either by choice or requirement, must keep them in a fireproof vault. It may take a

court order, in some instances, to peruse the pupil record for certain purposes. Board members, other laymen, and teachers seem to accept such record keeping practices since few protests are made.

## The Professional Personnel

Then, there are the teachers in this list of items needed for a good school program. They are called the professional personnel. They are the indispensables in this and other lists when education is the topic of concern. They are referred to as the "lifeblood of the educational program." When principals expound on the great plans for the new school year, they often conclude with "now this is entirely in your hands. The success of this program depends on how well you carry on in the classrooms. I am depending on you." The boastings of superintendents often focus upon their sharpness in the selection of teachers. High expectations, indeed, are placed upon the teachers by administrators, pupils, and laymen. Teachers and teaching are important.

Many things are done to insure good teaching. State agencies are designated to establish and enforce certification policies. The control, through certification or licensing, of admitting people into the teaching profession is a means of assuring the pupils a reasonably good quality of instruction in the classrooms. Certification practices also have the effect of exercising some control over the college and university programs for the preparation of teachers. These pre-service precautions are well received and can be justified from a social as well as from a professional point of view.

Much emphasis is placed upon the ability of the administrator to meet the personnel functions of his office. A mark of merit is being able to select teachers who are well qualified in every respect. The administrator gains in professional stature when he uses the latest and best practices in making wise assignments to teaching duties after he has made good selections. His professional ability is challenged further by his responsibility to evaluate the work of the teacher in the classroom. Few administrators would want to admit that they do not have an in-service development program for teachers. All these things about the teacher and teaching are true and if the teacher is so important among the many items that are required for a successful

school program, why are teachers seldom given more than 30 minutes of uninterrupted time to perform their very important functions?

Teachers are forced to work in the midst of a continuing barrage of different interruptions. The following list is the record of the interruptions of one elementary school teacher in the fall of 1953:

9:05-9:20	Speech teacher talks over speech problems in room.
9:05 } 9:25 } 9:40 }	Notices from office.
10:05	Milk boys inquire as to whether there are straws.
10:25-10:35	Notice from office requesting the number of library books in room library.
10:40	Teacher inquires as to what should be done with books in activity room.
11:25	Notice from office (repeat of what had been sent earlier).
September 22	
9:05	Notice to inform pupils in regard to fire drill regulations such as line of traffic, conduct, exits, etc.
11:00	Notice to hand in two daily programs.
11:20	Notice of fire drill.
September 24	
8:45	New pupil transfer.
9:10	Principal introduced new music supervisor.
11:10	Supervisor appears (20 minutes of visiting, mainly with teacher).
September 25	
9:30	Report of director's meeting of Professional Club.
2:30	Notice from office in regard to a meeting on Monday.
September 28	
1:15	Schedule of movies for the week (read, record, check, and pass on).
1:55	Special teacher called for students who need special help.
2:00	Principal brings physical education teacher to room.
September 29	
8:45	Announcement of no school on Wednesday afternoon due to a meeting with supervisors.
9:15	Pupil arrives (reason for tardiness—grandfather with whom he is staying played cards the night before and overslept).
9:32	Report of Local Educational Association meeting.
October 5	
8:35	Reminder sent around to notify parents that there will be no school during the convention.
8:40	Older student collected money for a teacher who is in a sanitarium.
8:45	Mother came for a conference (not scheduled).
9:10	Questionnaire sent out in regard to serving as local delegate to Teachers' Convention.
October 6	
8:40	Professional Club notice in regard to Square Dancing party, collecting dues and money for reservation.
10:40	Notice pertaining to the circus at the Blank School (circus sponsored by civic club).
11:20	Librarian arrived from Central Library to distribute certificate awards for participating in the summer reading project.
October 12	
9:10	Mother called with child's glasses.
10:20	Principal inquired as to whether his granddaughter could visit in the afternoon.
11:00	Notice in regard to movies of the week.



11:35	Teacher collected money for Red Feather Drive.
1:25	Principal introduces granddaughter to the group.
1:35	Special teacher comes for pupils.
2:05	Teacher borrows <i>Children's Activities</i> .
2:40	Junior high school student brings several copies of the Blank magazine in the hope of selling them.
3:20	Mother comes. (She stayed until 4:45. This is the fifth such visitation lasting at least 45 minutes. She talked much, said nothing, and left happy.)

It is difficult for one to believe that there could be such a record of interruptions — unless it were planned by someone who wanted to wreck the school program. In this instance, however, was there one person who was *not* working with a genuine desire to promote the educational development of the pupils?

The community was school-minded. The principal was well respected. The pupils were capable of learning. There was an abundance of instructional materials available. The building was of modern architecture and was maintained exceptionally well. The teacher was well trained professionally, had a number of years of successful teaching experience, demonstrated a wholesome attitude toward the profession, loved to teach, possessed charm as well as skill, and worked her heart out to achieve high standards in her work. When a community and a school is so fortunate in having a teacher of this type, what sort of diabolical blindness, disinterest, or incompetence is operating to make her work against such odds?

The writer had an opportunity to secure tape recordings of about 40 full class periods. These were played back for the purpose of studying the class time noises in which pupils are expected to learn and teachers are expected to teach. Forty hours of listening impress one in a manner that cannot be described in words. The experience was practical as well as emotional, in that it made possible the noting of the various types of interruptions. These interruptions were categorized as follows: Administration, Parent, Pupil, Teacher, Environmental.

### Administrative Interruptions

The types of classroom interruptions that may be initiated or controlled by the *administrator* are: (1) bulletins and notices sent to the classroom; (2) errand runners who commute between the office and the classroom; (3) permits to visitors who may enter and leave the classroom while learning and teaching activities are in progress; (4) special programs that cause the teacher to deviate from the activities planned in sequence; (5) staggered class schedules that have not been anticipated by the teacher; (6) the use of the public-address system at unanticipated times and for purposes other than emergencies; (7) pressures on the teacher to meet deadlines on administrator-required reports; and (8) special assignments that overlap the classroom activities, such as collecting money for altruistic purposes or selling tickets to the ball game.

The types of classroom interruptions that may be charged to the responsibility of the *parents* are: (1) special requests — written, telephoned, or by personal con-

tact — that pupils be given privileges such as an early school leaving time; (2) visitation during school hours and expecting the teacher to ignore the other pupils while discussing one pupil with the parent; (3) permitting the pupil to attend school irregularly when such could not be defended by logical and legal reasons; (4) delivery of items of personal or school equipment that had been forgotten by the pupil or the parent; and (5) sponsoring projects that require teacher co-operation when the co-operating must be done while the classes are in session.

### Pupil Disturbances

The types of interruptions that may be charged to the responsibility of the *pupils* are: (1) irregular attendance in the form of both tardiness and absence; (2) unpredicted and unanticipated noises of many varieties; (3) general inattention and unrest; (4) wisecracking and horseplay; (5) lack of preparation of lessons and reluctant participation in class activities; and (6) greater concern for nonclass activities than for the activities usually called curricular.

*Teachers* can create their own interruptions by: (1) doing personal work that is unrelated to the class; (2) dropping in on a neighboring teacher for a chat while the class activities are in progress; (3) throwing temper tantrums that amuse the pupils; (4) taking flights of boasting or reminiscing about personal experiences; (5) having a poor mastery of the substance of learning activities; (6) drifting into subjects that are tangential to the learning tasks at hand; and (7) using class time to do or plan professional organization activities.

There are many *environmental* interruptions such as: (1) heavy traffic on a nearby thoroughfare; (2) trains on a nearby railroad; (3) building repairs of the noisy variety; (4) lack of soundproof walls that permits activities in different rooms to be mutually interruptive; (5) special community programs or events to which some students may be excused and to which all students are enticed during school hours; (6) creaking doors; (7) hard walls that amplify, distort, and reflect sounds; (8) noisy blackboards; and (9) outdoor playgrounds too close to the classroom wings of the building.

Many items might be added to each of the categories. Each reader may add his "pet" items to the lists. Each reader, also, will find items that come close to his responsibilities or relationships to the school in his local community. He will tend to rationalize the wisdom and necessity of his own acts. Each one has that privilege and, in some instances, he may be right. It is not the purpose of this discussion to categorize classroom interruptions in terms of those not justified. A justified interruption can break the continuity of the learning activities just as effectively and disastrously as can those that are not justified.

### "Men at Work"

No matter what the nature of the interruptions and no matter who initiates them, they simply must become fewer in number. Teachers can teach better and pupils can learn better in continuous blocks of time rather than in a series of unexpected starts and stops. When the bell rings, let's put the "Men at Work" sign in front of each classroom door and then respect that sign!



### Other Areas in Planning

At the same time it became apparent

would consider the general problem facing the school community. In October, 1953,

lic relations expert who had had considerable personal experience with a similar



*The Successful Campaign  
to "Sell" a Major Bond Issue  
Is Described in —*

# The Sewanhaka Story

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New Hyde Park Public Schools  
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The largest single school bond issue ever proposed in New York State was approved on the first vote by the people of the Sewanhaka Central High School District, located in Nassau County, on June 12, 1954, when over 25,000 persons went to the polls and voted \$15,500,000 for new buildings.

## The Problem

In September, 1954, the Sewanhaka District was faced with a third year of complete double session for its 4500 grade 9 through 12 students in a building that was designed for 2500. As a result of a clarification of the Education Law affecting Central High School Districts, an order was issued recently by the Commissioner of Education also placing the jurisdiction of the seventh and eighth grades with the high school district, effective September, 1954. This increased the number of students under their responsibility on that date to approximately 6800. A population study based on a review of the number of children actually enrolled in the elementary grades, and the preschool children living in the area, showed that by 1960 the Central High School District would need facilities for approximately 13,000 children.

This school district is an unusual one in the state of New York in that there are but four such organizations in existence. In 1926 four Union Free School Districts, Elmont, Floral Park, Franklin Square, and New Hyde Park joined together to form this over-all district for high school purposes only. Each of them has continued as an elementary school district and has accommodated children in Kindergarten through grade eight.

## The Plan of Attack

As far back as 1941 a comprehensive study of this area predicted that this district would be faced by just such an overwhelming problem. In spite of the predictions which were borne out year after year as more and more children clamored for entry in both the elementary and high schools of the area, only discussion about the high school building program followed. Plans were advanced from time to time only to meet with violent opposition from one element or another in the district. A review of the history of such moves seems to indicate that the favorite pastime of the area was to attack any person who proposed a plan, as well as the plan itself. This sparring continued with an ebb and flow or interest in doing something for the children of the district for some 12 years, with no specific gains being made.

In the spring of 1953, a simple but effective plan began to develop for resolving the over-all problem. Inasmuch as each of the four component districts seemed most concerned about what it would get out of the expansion program, each area was encouraged to present a plan for the over-all building expansion program which would be acceptable to the local district. Out of these a composite plan was developed which was given unanimous approval at a meeting of the Central High School board of education, held on April 8, 1953.

At that meeting the board asked that a

committee be formed of the supervising principals of the component districts who would work with the supervising principal of the Central High School District in the preparation of a comprehensive plan for the development of this program. As a preliminary step a plan for the development of this program was prepared and presented to the Central High School board of education on May 25. The general acceptance of this gave rise to a pattern which was used in the development of a plan for moving the program ahead.

It became clear that the expansion program divided itself neatly into five areas of concern, or as it was called locally — the five fingered hand: population, curriculum, buildings, finance, and public relations. The approach should be to study each of these areas, one at a time. It was agreed, also, that the best results would be achieved if they were considered in that order, with the exception that a program of public relations should be carried on throughout the study to bring about the necessary orientation of the people of the community to the need and the program that was being developed. Too, it seemed advisable that preliminary study be given each of these topics by the Supervising Principals' Committee, and the results presented to the board. Once these were accepted, they would be further reviewed by all the members of all the boards of the component districts. This would assure common acceptance of the plans in general and provide a basis for detailed study by larger groups involving the people of the community.



Cover of the four page, 8½ x 11 in. First Report which utilized facts from a recent population survey to alert the community to its need for additional schools

## Other Areas in Planning

At the same time it became apparent that other phases of the general planning should be implemented. Among these, the following were to become of prime importance as the program developed.

1. Consultants were made available to the Supervising Principals' Committee in each of the areas of study. These included representatives from the State Education Department, experts in each of the fields of study from among administrators of the state, and members of the staff of the School of Education from nearby Universities.

2. Committees, composed of teachers from the Central High School and from component districts, were developed to bring together the best recommendations on the curriculum to be housed in the enlarged building program. In the final stages of their work there were 18 such committees, involving over 100 members of the professional staff. These groups co-ordinated summary reports on such subjects as the library program, the music program, guidance, physical education, health, as well as the more academic courses. These recommendations were co-ordinated into the program that was later translated into the preliminary plans for the buildings. As the detailed plans are prepared, these too will be examined in the light of these committee reports. This plan developed strong interest among the staff, and at the same time gave a solid basis for decisions which were made.

## Role of the Layman

3. The involvement of many lay persons in each of the component districts and the co-ordination of their thinking became a most important part of the program. Early in 1953, plans had been made to assure the development and continuance of district citizen groups which

would consider the general problem facing the school community. In October, 1953, a representative co-ordinating citizens' committee for the Central High School District was appointed from these larger groups by the board of education to consider the preparation of the public relations materials and map the program to be followed in the latter days of the campaign for the vote on the bond issue. They co-ordinated the preparation of the first report from the board which was issued in January, 1954. As plans progressed on the curriculum and building plans to house it, they also aided in the preparation of the second report which was issued on May 27. As the financial report, made in conjunction with the State Education Department became available, they also aided in the development of the third and final report, which was distributed on June 8. Posters, bumper signs, and other devices to advertise the campaign were also prepared by this group.

4. Special attention was given to the development and co-ordination of the work of the several committees and interested groups in the local areas of the district to provide for house-to-house coverage of the three basic reports during the latter part of the campaign.

During the final weeks of the campaign, various plans were used in each of the communities to bring the story to each one through personal contact. In one community, the Parent-Teacher Association made a complete house-to-house delivery of the second report and at the same time answered questions about the program. In another, the Boy Scouts distributed sheets calling attention to the date of the vote and the places where it would be held. Sound trucks, telephone campaigns, exhibits in public locations, and other direct appeal techniques were used. As a special aid in the co-ordination of these activities, the Central High School Board made available the services of a pub-

lic relations expert who had had considerable personal experience with a similar school issue in a neighboring community. This proved invaluable.

## Public Relations Approach

As in every selling campaign, the manner in which the appeal was stated became of prime importance. The materials prepared by the Central board of education were straightforward and positive. However, no sufficient background of understanding had been built up over a period of time to sell the proposition on this alone. Appeals to local pride were utilized with benefit, yet at the same time care was taken that old conflicts were not revived. Out of the conflicts, and out of the basic brochures there came a broad awareness of the seriousness of the educational problem faced by the whole community.

## Observations

From this story the following important observations have been drawn:

1. In a program that is to be successful, there must be a central group that maps and carries through the over-all program, adjusting it at all times in view of the new developments.

2. Communities do not have to carve out new plans, or invent new ways to carry on a needed expansion program. A survey of the work done in other communities, and the plans followed there, will provide a wealth of material and ideas which can be readily adapted to the needs of the particular situation.

3. Groups do not have to work alone on such a program. In the Sewanhaka campaign, one of the most heartening observations was that it was only necessary to call on a person or group that had had experience with such work in another community, and help was readily given on a specific problem.

(Concluded on page 80)

The plot and floor plans, building and room space of the Elmont Junior-Senior High School, one of the six proposed schools illustrated in the 16 1/4 x 10 1/4 in. two-color Second Report.

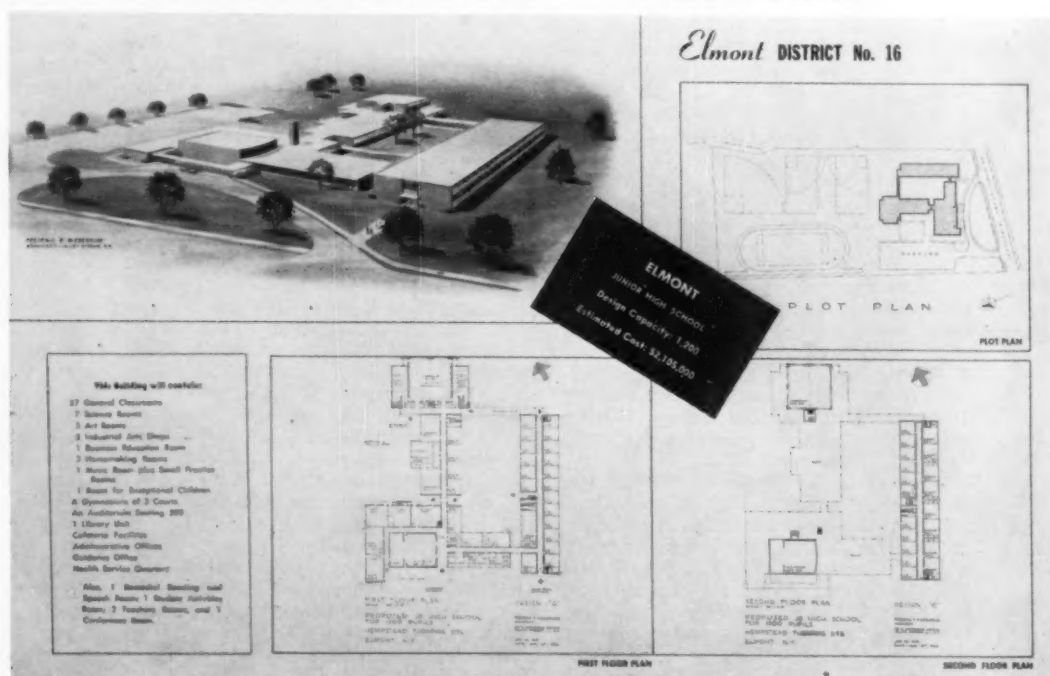


TABLE I. Dimensions of General Classrooms in 23 Washington High Schools\*

Length in Feet	Width in Feet
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ation was found in all types of space units. A possibility presented itself that areas of other academic classrooms were determined in some cases by the assignment of a particular area to the general classroom

general classroom with science laboratories was 85 per cent and with home-economics rooms, 65 per cent. Both were significant at the one per cent level of confidence. The implication points to the general class-

# Space Allocation in Washington High Schools

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## I

Schoolhousing is one of the most critical problems in education facing the nation. This fact was the basis for a study of the space allocation in the public high schools built in the state of Washington since 1947. Population forecasts have indicated that in the period from 1951 to 1966 an increase of 83.18 per cent in high school population could be expected in the state of Washington. This meant that in 1966 approximately 4000 more high school classrooms will be needed in this state than were in use in 1951. It was intended that a study of what had been done in buildings would be a guide to future construction by attempting to establish basic minimum areas for the various spaces generally found in high schools.

The survey found that 23 new public high schools had been erected in Washington during the years 1947 to 1954. These ranged in estimated maximum student capacity<sup>1</sup> from 900 to 113. The schools were divided into two groups: (1) larger schools, with a student capacity of 900 to 428; and (2) smaller schools, with a student capacity of 315 to 113. There were 13 larger and 10 smaller schools. The schools were identified by number from 1 to 23, from largest to smallest. The final plans of the schools were measured for space allocation to: (1) *instruction*, including the spaces for academic classrooms and larger instructional spaces, such as the gymnasium, cafeteria, and shops; and (2) *administration*, comprising spaces for the administrative suite, teachers' rooms, health suite, kitchen, general toilets, janitor's storage, general storage, bookroom, and student council suite. Spaces for walls, corridors, superintendent's suite, heat, light, ventilation and water were outside the scope of the study.

### Superintendent Suites

One factor of interest to the administrator was discovered. In the 23 high schools, four larger and eight smaller buildings had the suite for the superintendent of schools in the building. The greater incidence in smaller schools could likely be explained by the fact that these were located in smaller districts, which, from the viewpoint of economy, did not have separate administration buildings.

<sup>1</sup>The formula used was: T.S.  $\times$  30  $\times$  .75. (teacher stations times a class size of 30, times .75 utilization).

Washington high schools were compared with the findings of the "School Facilities Survey."<sup>2</sup> It was found that the schools studied compared very favorably as to size with those of the nation as a whole. Of the nation's high schools, 58.5 per cent have 14 or more classrooms as compared with 69.5 per cent for the Washington high schools.

Efficiency of the school buildings was measured by a standard set by the Committee on Schoolhouse Planning<sup>3</sup> of the National Education Association in 1925 when it was recommended that 50 per cent of the building area be allocated to instruction. The Washington high schools allowed from 78.35 to 49.42 per cent with a median of 67.63, for instruction and only one building allocating below the recommended 50 per cent.

## GENERAL ANALYSIS OF AREAS

As a basis for comparison, areas for the buildings studied were reduced to square feet per pupil. Areas per pupil allocated to instruction ranged from 124.08 to 48.12 square feet, with a median of 94.15. Three schools, having both an auditorium and a gymnasium, ranked highest, whereas the four lacking a gymnasium or extensive shops ranked lowest. However, for the remaining 16 schools with somewhat similar facilities, the areas per pupil for instruction were indiscriminantly distributed from 124.08 to 83.65 square feet. In the detailed analysis, this was found to be due to the great variation in area allocated to the same type of space units, such as science rooms, library, and cafeteria, in the respective buildings.

Areas per pupil allocated to administration showed an even greater variation, namely, from 21.38 to 6.57 square feet per pupil with a median of 10.94. The range of 14.81 square feet, which was almost one and one-half times the median, and the random distribution of areas per pupil indicated there was a great variation in policy as to areas allocated for administration.

<sup>2</sup>U. S. Department of Health, Education, and Welfare, *School Facilities Survey* (Washington, D. C.: The Department, 1953), 139 pp.

<sup>3</sup>F. Irving Cooper, *Report of Committee on Schoolhouse Planning* (Washington, D. C.: National Education Association, 1925), 163 pp.

## Total Area per Pupil

Total area per pupil for the buildings varied from 187.69 to 91.36 square feet, with a median of 140.17. The 18 buildings that could be considered complete units — those having a gymnasium, shops, and a cafeteria — ranged from 187.69 to 122.60 square feet per pupil. The three campus type schools tended to rate lower than the traditional type. The largest building was a campus style structure and its total area per pupil was 122.60 square feet.

Total storage space allowed for instruction and administration was calculated in terms of area per pupil. This had the wide range of 12.60 to 1.54 square feet per pupil. Again, considering only the complete buildings, the range was 12.60 to 3.50 square feet per pupil. Areas tended to increase with the student capacity of the buildings. A tentative minimum standard for total storage was set at five square feet per pupil.

In general, the great variation in areas, both in square feet and square feet per pupil, was so extensive that a great need for detailed study of buildings was indicated. Certainly no standards outside of total storage, which was highly tentative, could be recommended for space allocation to instruction and administration taken as two major units.

## DETAILED ANALYSIS OF SPACE ALLOCATION

In the detailed analysis of the high school buildings studied, there were two aims: (1) to determine any trends in space allocation; and (2) to set up basic minimum standards as guides for future construction. A review was made of nationally recommended standards for space allocation in high schools. It was found that the information was somewhat incomplete and many standards were given in wide ranges, such as, from 750 to 900 square feet. Thus, it was planned to supply standards where none seemed to exist and to assign single value standards where ranges were given. The basis of any revision of standards was the areas found in the 23 Washington high schools studied. Further attempts were made to extend the use of area per pupil of maximum pupil capacity as a basis for comparison.

**General Classrooms.** In the schools studied, there were 174 general classrooms, ranging in area from 1296 to 645 square feet, with a median of 864. The middle 50 per cent or 87 classrooms, lay between 896 and 816 square feet. The distribution of areas was as follows:

1. Less than 750 square feet — 17 rooms
2. Between 750 and 900 square feet — 122 classrooms
3. Equal to or over 900 square feet — 35 classrooms



**TABLE I. Dimensions of General Classrooms in 23 Washington High Schools\***

Length in Feet	Width in Feet												Total
	23	24	25	26	27	28	29	30	31	34			
21									1				1
27				1					3	8			12
28		2						21		2			25
29	4									1			5
30	5							5					10
31					15				1				16
32	5	9	7				5		3				29
33		11				1							12
34		3											3
35	2	1											3
36		25	14	1		1							41
37		5											5
38		1											1
39	1			1									2
40	2						4						6
44	1												1
48			1		1								2
<b>Total</b>	<b>20</b>	<b>57</b>	<b>22</b>	<b>3</b>	<b>16</b>	<b>2</b>	<b>14</b>	<b>21</b>	<b>8</b>	<b>11</b>			<b>174</b>

\*Dimensions are given to the nearest foot.

In most schools, the tendency was to have general classrooms of about the same size. Two of the smaller schools had classrooms of varied sizes that were staggered over a fairly wide range. The correlation between maximum student capacity

**TABLE II. Comparison of Areas of General Classrooms With Science and Home-Economics Rooms in 15 Washington High Schools**

School No.	General Classrooms*	Science Laboratories*	Home Economics*
2	739	1,000	1,111
14	749	1,029	998
6	767	968	976
15	793	1,234	1,274
13	805	1,121	1,148
7	813	1,287	1,277
1	827	1,249	1,495
9	850	1,142	1,582
10	878	1,175	1,568
8	885	1,280	1,509
11	889	1,296	1,624
3	891	1,248	1,397
4	922	1,520	1,546
5	932	1,475	1,358
12	1,015	1,456	1,340

\*Areas are given to the nearest square foot. Also, the figures represent an average area of this type of room found in the respective buildings.

of the schools and areas of general classrooms was — 5 per cent, which was not significant. This denied the suggestion that larger high schools would have larger classes and so would have larger general classrooms.

Table I gives the dimensions of the general classrooms. A tendency to break away from the narrow classroom was indicated. Seven of the 23 high schools have multi-lateral lighting, permitting wider rooms. However, the rectangular rooms predominated. Rooms also gave evidence of a preference for a certain design by a particular architect.

Another interesting factor was an apparent relationship between the size of general classrooms and that of special classrooms. As will be indicated in Part II, a great vari-

ation was found in all types of space units. A possibility presented itself that areas of other academic classrooms were determined in some cases by the assignment of a particular area to the general classroom. Table II give a comparison of the area of the average general classroom with that of the science laboratories and home-economics rooms of Schools 1 to 15. It is evident that the larger the general classroom, the larger the special classrooms tended to be. The correlation of size of

general classroom with science laboratories was 85 per cent and with home-economics rooms, 65 per cent. Both were significant at the one per cent level of confidence. The implication points to the general classroom as the possible focal point of planning adequate space for instruction in the high school. Thus, it was recommended that the minimum standard for the general classroom in the high school be 900 square feet.

(To be continued)

## How They Used —

# TV in the Muncie Schools

KATHLEEN MEEHAN

Director of Publications  
Muncie City Schools  
Muncie, Ind.

"In tune with the times!" is exactly what the Muncie city schools were with their weekly TV programs that became a feature of Muncie's way of life.

When approached by a member of the staff of Muncie's television station, WLBC-TV, to do a series of 13 telecasts on Muncie's schools, R. D. Shaffer, superintendent of Muncie City Schools, was receptive to such a venture. Members of the board of school trustees, also anxious to bring glimpses of Muncie schools into the living rooms of the Muncie families, seconded Mr. Shaffer's enthusiasm, and the wheels of planning began rolling.

A committee of school personnel was appointed to discuss the potentialities of turning the spotlight of TV on the educational program of Muncie. The consensus of the group was that the program should include examples of good teaching with small groups of children representing all grade levels and all phases of the school's most important work.

## The Sponsors

The following week the committee met with representatives of the TV station who announced that they had "sold" the 15-minute spot to two local dairies.

The co-ordinator, a member of the school faculty, was given a period each day not only to work with teachers whose classes appeared on TV but also to confer with personnel from the station. The shows began with the familiar refrain of "School Days." A large picture of the school building attended by the group on that day's program was used in the background.

Coming at 4:15 p.m. each Friday, the program afforded participants time to go to the station after school and become familiar with the surroundings. Transportation to and from the station was provided by principals and teachers. This late afternoon time also permitted other teachers and pupils to see the telecasts. Chil-

dren of all Muncie's schools and their parents were reminded each week to see the program by an announcement in the schools' weekly "Messenger."

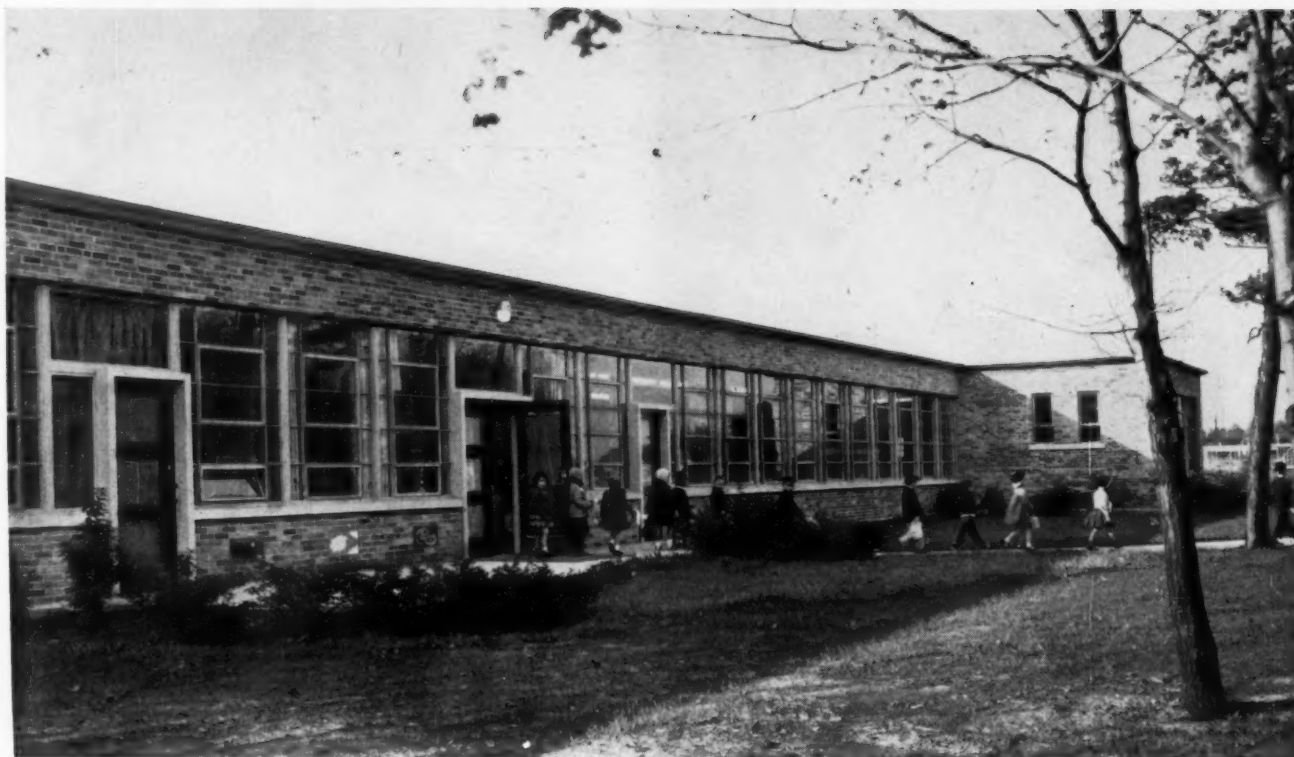
With the pendulum of popular interest ever swinging to and fro in this community of approximately 60,000, it was important that such a program be timely. Cognizant of the activities of the Muncie family, the co-ordinator worked out a schedule with eyes on the calendar. Indicative of careful planning is the fact that, during the series of 13 programs, each grade level was represented and that subjects included both wide variety of curricular subjects and such extracurricular activities as an observance of Good Friday, counseling, and the community observance of National Music Week.

From the very first program on "Weather" a great deal of favorable comment has been received. The schedule featured a group of irresistible first-grade youngsters having a reading lesson and an exhibition of wrestling as a part of the physical fitness program on the junior high school kind.

## A Variety of Programs

Especially popular programs were a fifth-grade arithmetic lesson and a demonstration of teaching "Phonics and Spelling." The wide range of possibilities afforded by such presentation is illustrated by the fact that a junior high school art lesson was succeeded by an appearance of the Central High School's basketball team. Both were well received.

The series incorporated help for parents with children approaching kindergarten age in a telecast of the amazing feats kindergarten cherubs can do. The program on counseling stressed the importance of guiding children with personal and social problems and also careful counseling and vocational planning before entering high school.



Harris Hill Elementary School, Clarence, New York — James Wm. Kideney and Associates, Architects, Buffalo

In a Small Community —

## An Award Winning School

### JAMES WM. KIDENEY

Architect  
Buffalo, N. Y.

### DR. RALPH J. STANLEY

Supervising Principal  
Clarence, N. Y.

The Buffalo-Western New York Chapter of the American Institute of Architects presented the 1953 "Award of Merit" for elementary school design to James Wm. Kideney and Associates, architects of Buffalo, N. Y., for their design of the Harris Hill Elementary School in Clarence, N. Y.

The Harris Hill Elementary School Building was authorized by the voters of the district in July, 1952. It opened in September, 1954, with an enrollment of 540 pupils in kindergarten through grade 6. The school is built on a 16.4 acre site selected by the voters and purchased in 1950. The main area measuring approximately 770 by 700 feet is set back from Harris Hill Road about 600 feet. The approach to the school is about 50 feet

wide and contains a walk and driveway which circles in front of both school entrances. To the right of the driveway is a parking space for 108 cars.

Since the school building occupies only a small part of the main land area, there is room for three playfields; one for the kindergarten; one for grades 1, 2, and 3; and one for grades 4, 5, and 6. The building is "U" shaped. The bottom of the "U" contains the general office, principal's office, cafeteria and kitchen, and a combination auditorium and gymnasium. The classrooms are contained in the two long wings which form the legs of the "U." The east wing contains the health room, two kindergarten rooms, and nine classrooms for grades 1, 2, and 3. The west wing contains the

library, an arts and crafts room, an activity room, and nine classrooms for grades 4, 5, and 6. There is a separate exit from the kindergarten to the play area and from lower and higher grades to their play areas. If required the arts and crafts room and library can be used as classrooms.

### Radiant Heating

Every room has a window wall providing a maximum of natural lighting. All classrooms are heated by radiant heat panels in the floor which is of concrete covered with asphalt tile. Each room has its own thermostat for individual room temperature control. Fin-tube auxiliary heating is also provided on all exterior walls. This warms the cold downdraft from the window areas, insuring maximum heating comfort, uniformly in all parts of the room. Fresh filtered air is circulated to each room through a system of ducts. This air is warmed in cold weather. Ventilation of this type obviates the necessity of opening windows for the air is being changed more efficiently and more comfortably than could be obtained through open windows. Kindergarten rooms and classrooms 1, 2, and 3 have toilets in each room, so that the small children are never out of the teachers' super-

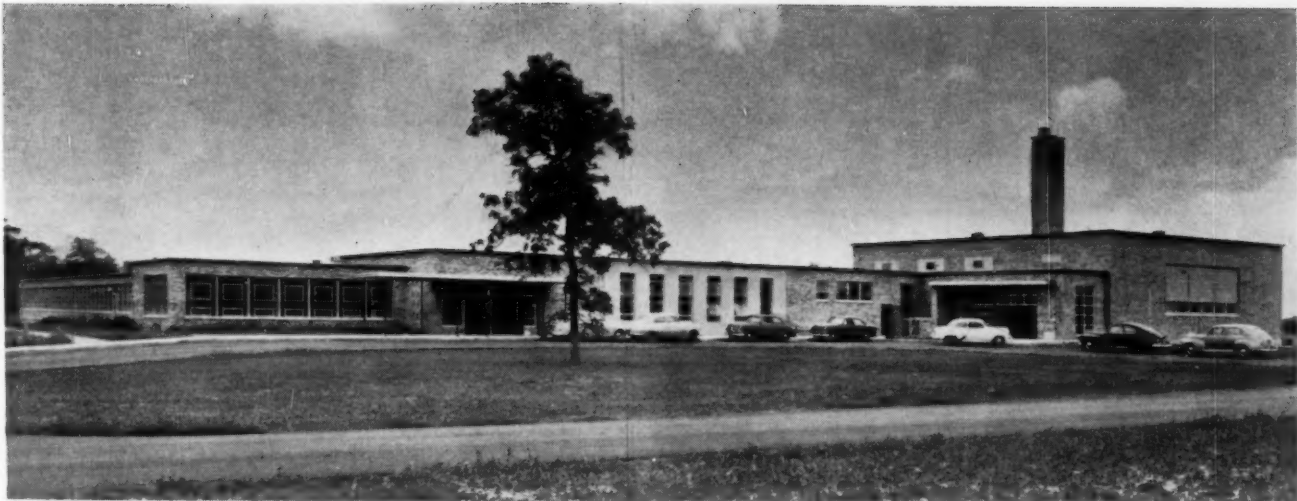


In addition to an adjoining storage room, three walls of the arts and crafts room are lined with storage cabinets.



Harris Hill Elementary School, Clarence, New York — James Wm. Kideney & Associates, Architects, Buffalo

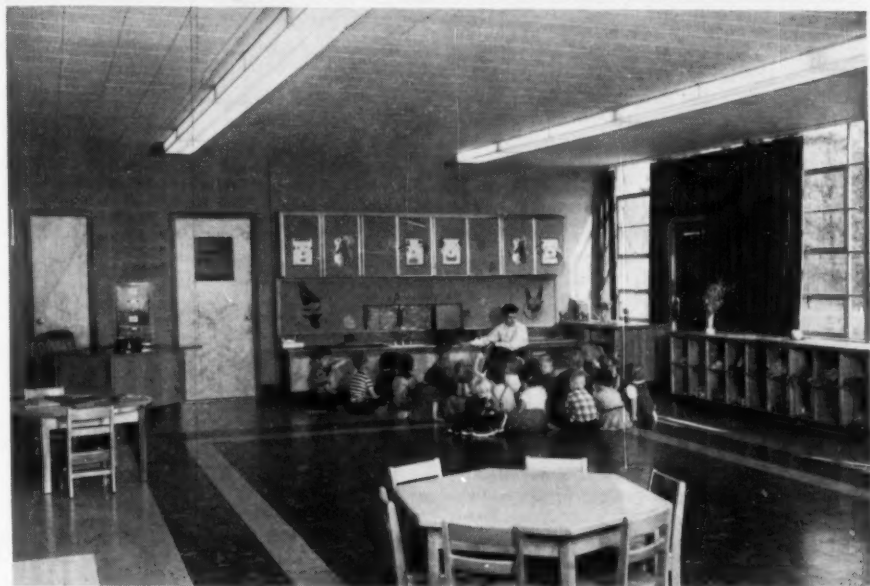




▲ A front view of the Harris Hill school: the doors at the left lead to the administrative offices and the primary classroom wing; the entrance at the right to the auditorium-gymnasium and the elementary classrooms.

The cheerful kindergarten has → its own exit to the play area.

▼ A typical primary classroom



vision. Each classroom has a lavatory and drinking fountain.

The kitchen, gleaming in new equipment, is separated from the cafeteria by a serving counter and passageway. The cafeteria is provided with furniture that can be quickly rearranged to seat an audience when the cafeteria is used for entertainment. The tables fold into the walls and every other row of chairs is turned around. A stage is built at one end with lockers on either side for boy scout and girl scout equipment. The main auditorium has a large stage which is provided with a sliding wall. This can easily be closed to make the stage area into a classroom.

Provision has been made for removing at some later date, the large window at the back of the stage when a new auditorium is added. The space from which the window will be removed will then become the proscenium opening. The present auditorium has a sliding wall, which when extended divides the area into two gymnasiums—one for girls and one for boys. A boys' locker and shower room opens into the boys' gym, and a locker and shower room for the girls opens into the girls' gym.



Left: The inviting lobby outside the principal's office. Right: The spacious cafeteria is located between the academic wings.

Each gymnasium and locker room exits into the elementary playfield of grades 4, 5, and 6.

When the school is used in the evening, the classroom wings can be isolated by gates allowing access to the cafeteria, auditorium, gymnasium, library, and toilet facilities.

### For the Future

The school has been planned for future expansion. Both wings can have additions at the south end. The boiler selected has adequate capacity to heat eight additional classrooms and the proposed auditorium. The gymnasium and cafeteria facilities are built to accommodate 800 pupils. The present building has a capacity of 600 pupils.

The cost of the building not including classroom equipment was \$805,300. The cost of the completed project which includes architectural services, landscaping, grading, roadways, sanitary system, connection to services, and school and cafeteria equipment was \$1,075,000. Since there was no stream adjacent to the site, sewage disposal presented a problem. The sanitary system, as completed, is composed of a large septic tank with two ejector pumps working in relays to pump the effluent to two different drain fields which are of special construction and contain approximately two miles of drain tile in order to meet the requirements of the State Sanitary Department. Effluent percolates upward and leaves no waste.

### An Ideal Site

The distance of the school from Harris Hill Road is over 700 feet. Many advantages are gained. The school is isolated from all traffic and street noise. Windows look out upon trees, shrubbery, and lawns which do not have the distracting effect of moving traffic and pedestrians. The quiet atmosphere of this site is ideal for an elementary school.

This school is evidence of the kind of schools the people of Clarence Central District want. A citizens advisory committee, composed of many parents representing various community organizations and areas of the school district, together with teachers, worked with the architects, adminis-



A typical elementary classroom

trative staff, and board of education in planning this building. This was truly a co-operative community project. The people of Clarence have responded admirably to the challenge of new educational needs for their children.

### OPEN NEW SCHOOLS

The board of education of the Antioch-Live Oak unified district, Antioch, Calif., has completed two new schools, including the Belshaw elementary school and the Antioch Senior High School. The high school contains 25 classrooms, a library, a gymnasium, a cafeteria, two shops, and offices. The building which cost \$1,669,000, was erected from plans prepared by Wurster, Bernardi & Emmons, San Francisco.

The board has employed architects to plan further additions to be financed out of the 1955 budget and to do long-range planning

for future building needs. The board anticipates a large increase in enrollments due to the purchase of industrial sites and the influx of new families in the area.

### SCHOOL BUILDING SHORT COURSE

A five-day training course for school building service supervisors, custodians, janitors, engineers, and executive housekeepers will be offered at Teachers College, in New York City, from June 6 to 10.

The training course will be handled by a trained staff in charge of Prof. H. H. Linn, of Teachers College. The course will comprise lectures and demonstrations on various phases of the care and upkeep of school plants.

Information can be obtained by writing to Prof. H. H. Linn, Teachers College, Columbia University, 525 West 120th St., New York 27, N. Y.



**In a Program Cleverly  
Designed to  
Modernize Older  
Elementary Schools,  
Racine Built —**



*The Lake Elementary School before and after multi-purpose room was added. Convenient exits and entrances allow easy access to both the old building and the addition.*

## FIVE MULTI-PURPOSE ROOMS

Racine, Wis., like so many other medium size cities, is experiencing new large scale residential building in the suburban areas. The majority of new school building, therefore, has been constructed to serve these growing population areas.

Most of the older elementary schools,

which were constructed in or before the 1890's, now serve the geographic areas located in the center of the city. These are relatively staple population areas, experiencing only the growth of an increased birth rate. It was expected that a program of replacing these older elementary school

**ERNEST G. LAKE, Ph.D.**

**Superintendent of Schools  
Racine, Wis.**



*Floor plan of a typical Racine multi-purpose room, illustrating arrangement of gymnasium, stage, toilet, and kitchen facilities.*

buildings would be begun after the war. The increasing school population in areas of new residential construction, however, made this program impossible.

A careful appraisal was made by a competent architect of several older elementary schools; all were pronounced sound in construction and especially suitable for large scale improvements. Early in 1946, a long range plan for repainting and improving the heating and lighting systems of the older buildings was suggested to financial authorities.

### Fireproof Stair Wells

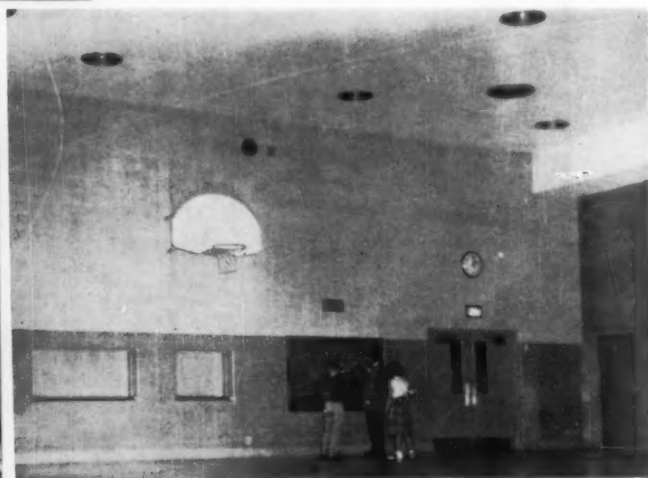
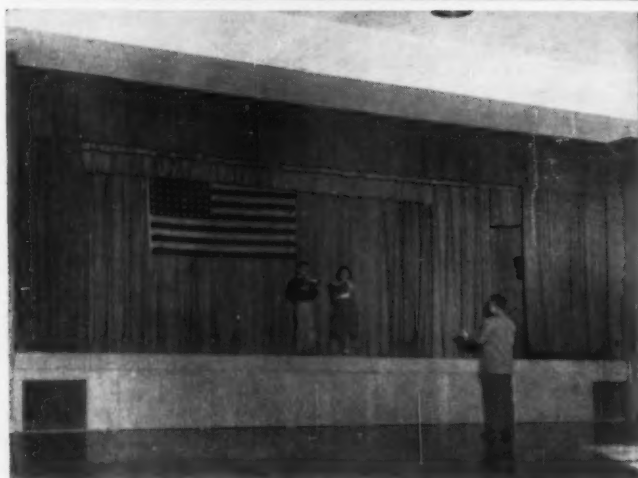
This program of modernization was well under way by 1952, when a new development forced school authorities to reconsider the arrangement. In each school, typical of 1890 construction, auditorium facilities were located on the third floor. All were condemned by the Wisconsin State Building Commission until fireproof stair wells were built to these auditoriums. The board of education immediately closed all such facilities to further student and adult use.

A typical school was selected and an architect was commissioned to draw specifications for new stairway construction. Upon receipt of bids, it was determined that it would cost approximately \$60,000 for each school to provide suitable stairway construction if third story use was to be allowed.





The special outside drinking fountain (above) can be locked up after school hours to eliminate vandalism. School playground equipment room (below) and inside locked room (right) offer an abundance of handy storage space.



Two views of a multi-purpose room show stage and chalk board sides. Adequate floor surface can easily accommodate assembly, physical training, and social activities.

To discerning board of education members, this seemed too high a price to pay for the use of meager auditorium facilities. The suggestion was made that a multi-purpose room could be added to all the buildings, which could offer improved facilities and at the same time not cost a great deal more. Present stairway construction was declared suitable if only two floors were used. An architect was again set to work to study the new program.

A sum of \$500,000 was requested for immediate construction of new multi-purpose rooms for five elementary schools. Parents and city council members quickly accepted this program of improving older school facilities in the center of the city. By November, 1954, all five rooms were dedicated for use.

### The General Purposes

In planning the projects, these general purposes were kept in mind:

1. The new multi-purpose rooms would provide for the older buildings the same gymnasium facilities included in all the recent elementary school building construction projects;
2. The new units were to be planned for adult as well as pupil use, during school as well as after school hours (providing for Boy and Girl Scout affairs, for recreation programs of the city sponsored Recreation Commission, for PTA meetings and activities, and for all the social aspects of the elementary school program);
3. Entrance and exits were to be planned to allow for convenient, safe, and immediate entrance from ground floor levels. Each was to be designed to permit locking off the new addition from the older building;
4. Auxiliary facilities were to be provided in all units. They would include a stage with proper exits, adequate storage

and ample floor size; a kitchen, inwall serving tables, and suitable storage for dishes and food; boys' and girls' toilet facilities so located as to permit use in connection with the multi-purpose room and with the playgrounds; suitable storage areas for folding chairs and play equipment; shower room and sound equipment facilities; and drinking fountain for outside as well as inside use.

### A Combined Effort

Throughout the planning stage, teachers and principals, and the business and supervisory staff were given opportunities to offer suggestions and criticisms. A special educational consultant from the architect's office worked with the superintendent and board in drafting the final plans. The total cost for the five rooms was \$509,977.54.

In planning an acceptable design for the Racine multi-purpose rooms, several general principles served as guides to the architect and to the school staff. The erected buildings were to be economical to operate, modern in detail, and pleasing in aesthetic effect.

A minimum of maintenance and janitorial care were the primary concerns with regard to economical operation. Cheap beginning construction costs were soon dismissed as generally contributing to higher maintenance costs. Brick and cinder block and tile, materials considered easiest to main-

tain, were used as wall surfacing throughout. Toilets and toilet partitions were all designed to hang above the floor to make for easy janitor care. Woodwork was all done in natural color. Wherever possible, doors, equipment, storage cabinets, etc., were installed flush to the walls — thus easing the dusting problem.

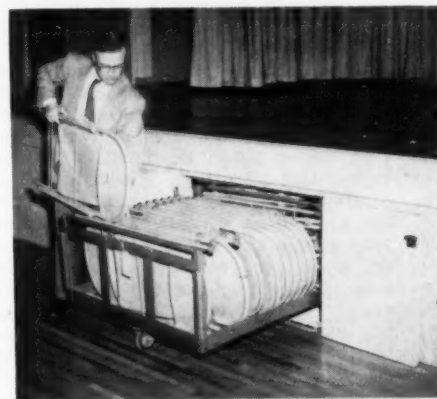
### Utilized Functional Ideas

In the past decade, new ideas and improved facilities, as well as new materials, have contributed to the functional value of modern school buildings. Used in connection with the kitchen serving facilities, in-wall tables were installed as a valuable conservator of space. A special recording and broadcasting unit was installed in the wall. A new type gymnasium ceiling light fixture was installed which permitted light bulb removal without the cumbersome process of using an 18-ft. ladder.

Lighting fixtures were carefully selected for their aesthetic as well as for their practical effect. Warm tans and cool grays were selected as hard-surfaced materials throughout. Side wall colors were harmonized with hard-surfaced materials. Curtains and adjoining front side walls were treated with strong accent colors in harmony with opposite wall colors. Corridors were painted in bright blues, tans, and reds.



Space conserving inwall tables and benches in each unit provide suitable seating accommodations for 150.



Swift to place and remove are chairs stored in special compartments under the stage.



Kitchen features direct outside entrance and exit with adequate food and dish storage, as well as hand and dish sinks.



Stage equipment and janitor's supplies can be neatly stored in special shelves shown above. When not needed, the piano can be swiftly put in room (below) right off stage.



# Managing Student Activities Funds

LLOYD E. McCANN

Co-ordinator of Graduate Study in Education  
College of Education, Butler University  
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The statutes regulating the financial management of high school student activities in a number of the states reflect the importance attached to these activities in the public mind and a determination that the funds involved shall be carefully administered. The sums in question are very substantial. Activity accounts may occasionally handle as much as \$100 per pupil per year in the smaller high schools. Per pupil amounts are usually smaller in the larger schools, but the totals may exceed \$100,000 annually in many of the largest city high schools. Such amounts arouse public concern.

Some of the present laws providing for the safekeeping and accounting of activity funds originated as remedial legislation. That is, they are laws which were designed to correct unhappy situations or were passed "against" actions that somebody thought undesirable.

During the stringent financial period of the 1930's an athletic goods company found it necessary to sue a local high school in Oklahoma to collect an overdue account. The case was carried to the State Supreme Court of Oklahoma which finally denied the appeal on the ground that the activity account had no legal existence.<sup>1</sup> Later the Oklahoma legislature passed a law establishing activity accounts and providing for their administration.

At about the same time complaints developed in Indiana communities that all was not well in the management of basketball gate receipts. These complaints finally led to the passage of the first of a series of Indiana laws regulating the fiscal management of school activities in the state.

Activity funds have been the subject of a number of lawsuits that have reached the appellate courts in various states. Most of these cases arose in situations where there was no applicable law. Pennsylvania cases constitute an exception, but in that state litigation requiring an interpretation of existing laws has been followed by legislative changes clarifying state policy. The statutes now on the books do not appear to have provoked lawsuits, but on the contrary seem to have reduced the need for litigation in the states where the laws are in force.

<sup>1</sup>*Lowe and Campbell Athletic Goods Company v. Nunn*, 182 Okla. 304, 77 P. 2d 738.

## Abolishing "Cigar Box" Accounting

The absence of litigation does not necessarily indicate that all legal problems have been solved or even that the law has had a favorable effect upon school operation. However in Indiana, which like Massachusetts and Pennsylvania has a fairly elaborate law, the statute has met with general approval by both the public and by school administrators. There seems to be little question that the effects of the law upon the conduct of school business have been salutary. Central accounting for funds is required, upon prescribed book-keeping forms. Required banking in a separate account abolishes the "cigar box" and "pants pockets" methods of holding and accounting for activities funds still possible in some localities. Bond and audit requirements not only guarantee the minimum business procedures, but offer some protection to the professional reputations of the treasurers.

Certain provisions of the Indiana law have proved cumbersome in operation. One such provision states:

No funds shall be transferred from the accounts of any organization, class, or activity except by a majority vote of its members and/or by the approval of the principal, sponsor, and treasurer of the organization, class, or activity.<sup>2</sup>

This statement has been interpreted to mean that no organization can overdraw its account. The only way an organization such as the Junior Class can spend more than its current balance is for another organization to make a formal transfer, loaning funds to the Junior Class.

A graduating senior class may fail to act on transferring its balance before the treasurer and members of the class have scattered and the sponsor has left the school system. Then the account is left to hang on indefinitely.

Moreover, it is sometimes hard to determine who has a right to vote on particular funds. Who may vote on the disposition of gate receipts from a football game? Players, substitutes, squad members not substitutes, coaches, administrators, cheer leaders, members of the cheering section, members of the marching band, concessionaires, ushers, ticket takers — where do you draw the line? There is no doubt that all of those named contribute

<sup>2</sup>*Burns' Annotated Indiana Statutes*, sec. 28-5145.

something to the activity referred to as a "football game."

A number of other matters remain in considerable doubt under the Indiana law. No authority is stated for school districts to deposit petty cash or revolving funds in the activities account. Athletic insurance for players is not mentioned. No restrictions are imposed upon the central-activities account in managing memorial funds. Fortunately no question has been litigated regarding the disposition of funds from basketball tournaments held in high school facilities, although there is no specific authority for a high school to hold membership in an association of schools or participate in its activities. Such authority probably exists under the terms of a Texas decision,<sup>3</sup> but if the division of tournament receipts should be challenged, litigation would probably be necessary to decide the issue.

## Legal Status Advisable

However the major legal question in administering the activities account turns about the definition of the legal status of the account. This question exists in every state where the account legally exists and where there is either no law or a law which does not define the status of the account. The methods of managing activity funds (beyond statutory directions) and the liabilities of school officials are determined by the kind of entity a high school activities account is held to be.

There is no doubt that the fund has a legal existence in those states which have laws directly governing its administration. Related laws no doubt establish its existence in certain other states. A well-reasoned case in Utah acknowledged the existence of the fund in that state even in the absence of any statutory provision.<sup>4</sup>

But once the account is known to exist, just what kind of creature is it? The best discussion of the question available is in the opinion of a Pennsylvania court in the Hatfield case.<sup>5</sup> The court held that proceeds

<sup>3</sup>*University Interscholastic League v. Midwestern University*, 255 S.W. 2d 177; see also *ibid.*, 250 S.W. 2d 587.

<sup>4</sup>*Beard v. Board of Education*, 81 Utah 51, 12 P. 2d 900.

<sup>5</sup>*Petition of the Auditors of Hatfield Township School District*, 161 Pa. Super. 388, 54 A. 2d 833. For related cases touching the fiscal management of high school activities by school districts or activities treasurers see also, *In re German Township School Directors*, 46 D. & C. 562 (Pa.); *Baum v. Hanover Township School District*, 71 D. & C. 409 (Pa.); *Reed v. Rhea County*, 189 Tenn. 256, 225 S.W. 2d 49; *Watson v. School District of Bay City*, 324 Mich. 1, 36 N.W. 2d 195; *Lowe and Campbell Athletic Goods Company v. Tangipahoa Parish School Board*, 15 So. 2d 98; *ibid.* 20 So. 2d 422; *ibid.* 32 So. 2d 84; *Southwestern Broadcasting Company v. Oil Center Broadcasting Company*, 210 S.W. 2d 230.



from activities such as athletics and dramatics in which district property was used were district (public) funds. Both these funds and the district petty cash fund (which the court declared to be illegal) were trust funds held by the activities treasurer. The treasurer acted as the agent of the board in paying these funds out under the school district board's direction. The use of these funds was held to be subject to the same restrictions (such as those requiring competitive bidding) which were imposed on other district funds. The court also pointed out that the treasurer acted as the agent of individual pupils who gave him money with which to purchase class jewelry and similar articles.

This language would appear to mean that custodians of activity funds in Pennsylvania are governed not only by the statute dealing with activity funds, but also by both the common law and Pennsylvania statutes relating to trusts and agency. This restricts still further the independence of the treasurer in managing the fund. The court was interpreting a Pennsylvania statute in the Hatfield case, and it is uncertain how far other courts interpreting other statutes in other states might go in accepting the Hatfield case as a precedent.

A number of other legal positions are possible for an activities account. The central-activities-accounting authority might be incorporated, or individual high school organizations might be incorporated, as college fraternities and athletic associations often are. Unincorporated college groups have sometimes been defined as voluntary associations or joint ventures. There is a separate body of law dealing with each of these designations.

Many high school organizations are similar in nature to unincorporated college groups, but the high school groups are composed of minor children. The courts are reluctant to adjudge groups composed of minors as joint ventures.<sup>6</sup> There are a few examples of high school activities being operated by corporations.<sup>7</sup> The same general legal principles apply, of course, to both individual high school organizations and to the central accounting authority.

### Suggested Legal Terms

Questions of status can be answered by statutory definition. But reducing school policy to statutory terms cannot be expected to eliminate all problems connected with the operation of school-activity finances. The present laws do not do so and new laws are not likely to solve everything. Well-drawn legislation, however, can limit the most serious uncertainties and make it possible to control difficult problems.

The main outlines for a statute regulating the management of activity finances are reasonably clear. Exact policy inclusions will vary somewhat from state to state depending upon state patterns of school administration and upon agreement in each state as to what are desirable ways of handling student activities and their finances.

<sup>6</sup>43 Corpus Juris Secundum 186. See also *Thurman v. Consolidated District*, 94 Fed. Supp. 616.

<sup>7</sup>See *Hale v. Davis*, 86 Ga. App. 126, 70 S.E. 2d 923.

1. High school intraschool and inter-scholastic activities should be defined as educational activities subject to the control of the school board. This statement should remove any doubt as to whether student activities are legitimate parts of the school program, subject to regulation by the school authorities. The statutes of both Massachusetts<sup>8</sup> and Pennsylvania<sup>9</sup> contain such clauses.

2. The board of education should be granted any specific powers agreed upon as desirable. This section should cover such items as athletic insurance or the use of a petty cash fund to be deposited in the high school activities account.

3. The school should be authorized, under the board of education, to join and hold membership in interschool associations for the conduct of school affairs and to participate in their activities under the rules of the associations. The language should be phrased in such a way as to include accrediting associations in any states where the powers of a local school to join and be governed by an accrediting association is doubtful.

4. The high school activities fund should be established. This section should provide for central accounting and the use of a standard accounting system. It should require an audit and appropriate subsidiary reports. It should provide for the appointment of a custodian for the fund, for bonding the custodian, and for the approval of a depository. These provisions should be drawn to conform to the regular pro-

<sup>8</sup>Annotated Laws of Massachusetts, sec. 71-47. See also *Antell v. Stokes*, 287 Mass. 103, 191 N.E. 407.

<sup>9</sup>Purdon's Pennsylvania Statutes, Annotated, sec. 24:5-511.

cedures for administering the schools of the state. That is, they should be carried on under the local board of education except in those states where state auditing authorities regularly specify accounting forms, make audits, and approve depositories.

### Central Accounting

5. The legal character of the central accounting fund and of the individual high school organizations should be made clear. There should be no question as to the rights of members of organizations, or of liabilities of the fund, of school officials, or of the district.

6. Provision should be made for the administration of trust, memorial, and endowment funds, either in the activity account or in a separate category directly under the board of education. This section should include authority for school officials to close the accounts of school organizations such as classes which have graduated or clubs which are discontinued.

Among the advantages of formulation of policy by statute are stability and certainty. Changes in the law can be made when they are necessary. But a well-written law promotes the use of continuing and consistent procedures of operation. Statutory enactments governing the administration of high school activities finance can remove doubts as to just what powers school officials have and what obligations they assume. Such laws can promote good administrative practice in states where there is general agreement as to what is good policy in managing the fiscal affairs of student activities in high school.

## ECONOMY IN BUILDING PROGRAM

The Montgomery County, Md., board of education has conducted a broad program of school building construction during the past ten years and has spent approximately \$42,482,000 for the erection of new buildings and for the modernization and repair of old buildings. The educational planning and general direction of the work has been under the professional staff of the board of education, with Superintendent of Schools Forbes H. Norris in charge.

In an enlightening report of the ten years' achievements of the board of education, Mr. Norris outlines the major economies which the board has considered necessary in order to house the increasing influx of students and to make possible a completely satisfactory educational program. While the board has trimmed original school building plans to meet its budgets, the utmost care has been taken to avoid major economies which would result in ultimate higher costs economically and educationally. For example, the board has refused to erect combined gymnasiums and auditoriums in the

high schools which, while they reduce the immediate cost of the buildings, restrict the work of physical education classes and the auditorium program that is a vital part of the schoolwork.

To secure further economy in construction costs, the board of education has adopted a series of underlying principles for planning and construction. These plans are subject to constant reconsideration as new ideas are developed and new and improved economic materials are made available. To secure greater economy in construction costs, the board of education:

"Designs classroom wings and other portions of the buildings in uniform bays wherever possible. In turn, it plans the bays so that standard window sections, door bucks, and joist lengths can be used.

"Uses large panels of plywood and transit for soffits, ceilings in covered entrances and connecting passageways, and wall panel over inside doors and closet and storeroom ceilings. Only in rare cases does the board use such materials for main interior partitions because

(Concluded on page 80)

# THE AMERICAN School Board Journal

A Periodical of School Administration

William C. Bruce, Editor

## A SCHOOL OPPORTUNITY

THE dramatic announcement in April of the satisfactory completion of the field tests of the Salk polio vaccine and the release of the material for universal application in making children and adults immune against the paralysis-causing polio viruses, has again focused attention on the important part which the schools play in improving the health of the nation. Boards of education and school authorities universally have shown complete willingness to co-operate with local and state health authorities in the use of grade groups as the focal points for administering the shots to children most in need of protection.

As soon as the confusion caused by the contradictory action of national and state health officials has been overcome and the assurance can be given that the methods of manufacturing the vaccine have been perfected to the point that all vaccine supplies are reasonably safe, the school boards should take over at least leadership in the immunization of all children of school age. The primary initiative and responsibility belong to the health boards, but the schools are the surest means of reaching the children and of systematizing the procedures in urban and rural communities. The schools are the surest means of avoiding further confusion and abuses.

## A LEADERSHIP PROBLEM

FEW city school systems make full use of the leadership which the school business manager can provide in the administrative group and which should be exacted of him as one of his important functions. The reason, in most cases, centers in the fear of the head of the business division that he will come into conflict with the superintendent of schools. Unless the latter is himself a strong executive, with a solid feeling of official security, it is readily possible to read into the activities and the public relations of the business manager a failure to respect the top position of the superintendent. There are numerous potentials for friction, particularly if the business manager is much older in years of service, and has unconsciously developed wide respect among the people of the community and school staff.

The board of education that limits the leadership of its business manager downward to his subordinates and the non-certificating employees is failing to secure for the schools much valuable service. Admittedly, upward leadership of the business manager is difficult, unless he has a clear-cut understanding of the limitations of his office and of the technical character of most of his work. Among the men who have gained a national reputation as school business managers, it is a commonly observed fact that their leadership has had definitely upward phases to the superintendent of schools and the board of education. Without exception, they are as highly respected by their chiefs, the superintendents, as they are by their associates and subordinate staffs. No board of education should fail to expect the business manager to attend all the meetings of the board, and to be called upon to make direct reports concerning problems of school finances, school plant operation and maintenance, the purchase of sup-

plies and materials, and finally the accounting for the school system.

If the board insists, as it should, that all recommendations and reports of the business manager have the approval of the superintendent of schools before they are acted upon finally, there should be a minimum reason for conflict and envy. It is a test of the business manager's leadership to develop and make recommendations objectively and without emotion. Where a serious difference between him and the superintendent occurs, the problem should be discussed quietly by a committee or the whole board, without any publicity whatever, until a compromise decision can be arrived at.

Real evidence of the business manager's leadership is the flow of accepted recommendations he makes to the superintendent of schools, and to the board of education. In addition to selling his ideas and his leadership to his superiors, he must develop well-balanced groups of purchasing, plant operating, and accounting employees who carry on the work of their divisions in efficient and economical services.

## A ONE-MAN JOB?

EXCEPT for very small schools, the professional administration of a city school system is not a one-man job. It is rather the work of a group of two or more, in which each man is a trained, experienced specialist, recognized and respected as such, working co-operatively with his associates and with the chief executive, all under the policy-making authority and with the approval of the board of education. A Midwest newspaper, the Burlington (Iowa) *Hawkeye-Gazette*, emphasizes this point in its issue of May 4:

Burlington's school board has taken steps in recent weeks that should result in a highly improved type of administration in all branches of the school system. This improvement should be reflected not only in the classrooms but also among the personnel charged with nonteaching responsibilities, such as custodians, librarians, and others.

For a long time it has been a well-known fact that administration of the city schools was far more than a one-man job. His reluctance to distribute responsibility and to have capable assistants with authority about him unquestionably contributed to the death of Ray H. Bracewell, long-time superintendent, last fall.

Bracewell, a most diligent and able administrator, was jealous of his prerogatives. . . . We once made him very angry because we said editorially the superintendent's job was too big for one man.

His successor, Dr. Millard Pond, however, came to Burlington with a new concept of school administration. He was ready and willing to go along with the board in setting up new methods. Pond realized, along with the board, that best results can be obtained only when all details are watched carefully and that it's asking too much of a superintendent to expect him to count the lead pencils, see that plenty of brooms are on hand for the janitors, and that the bell pulleys are well oiled.

Under the new management just approved by the board, the superintendent will be the over-all authority, taking his directions from the board itself. Then immediately under the superintendent will be several administrative assistants. Personnel, physical property, and operations will also be separate categories of administration with a man responsible for each.

These men will be concerned more with supervision than with actual teaching although some of the designates to fill the positions will continue at least some teaching. Responsibilities and authority will be well defined . . . each man will know exactly what he is supposed to do. There will be no useless and costly duplication.

It all boils down to the fact that the school board and Superintendent Pond are disposed to use administrative principles that would be taken for granted in any big factory or other industrial plant. In charge of the whole will be the superintendent . . . next to him will be a group of departmental superintendents, so to speak, and then there will be those corresponding to foremen in certain phases of the work. . . .

Unless we're signally fooled, this is the most forward step taken in Burlington's schools in more than 25 years. It should improve the standards of the school system and result in a more thorough type of education and a most substantially improved form of business administration.

We repeat what we have said before . . . administration of anything as large and as complex as the Burlington school system is too big a job for just one man. We're glad Pond and the school board have recognized it.



# Office of Education Reorganization Plans



Commissioner of Education S. M. BROWNELL, left, discusses reorganization of the Office of Education with Assistant Commissioner RALL I. GRIGSBY, in charge of Grants area; DR. JULIAN BUTTERWORTH, consultant in charge of Research; and Assistant Commissioner WAYNE O. REED, who is co-ordinating the Services area. Deputy Commissioner J. KENNETH LITTLE, not pictured, meets with this group on program planning.

ELAINE EXTON

When a new official takes over the helm of a federal agency in Washington, or one of its ranking subdivisions, a staff reorganization is usually in the offing. The U. S. Office of Education is no exception.

## The 1950 Reorganization

When he took office former Commissioner of Education Earl J. McGrath hired an outside management firm—the Public Administration Service of Chicago—to make a survey of the Office of Education and recommend an administrative structure suitable to lift the Office to new levels of service in carrying out its basic responsibilities and contributing to the continued progress of American education.

As set forth in the original act of 1867 the primary duties of the office are (1) collecting such statistics and facts as shall show the condition and progress of education in the several states and territories; (2) diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems; and (3) otherwise promoting the cause of education throughout the country.

Subsequent legislation has extended these functions to enable the Office of Education to develop a wide range of programs in response to changing conditions, of which the injunction of 1896 requiring the

Office to publish information “on educational topics . . . in foreign countries” and the laws providing grants-in-aid to land grant colleges are but two examples.

The 1950 study, conducted under the direction of Francis S. Chase, Professor of Educational Administration at the University of Chicago, advised instituting a simplified administrative organization “that will lend itself more readily to adaptation to changing needs, and that is at least a step in the direction of complete functional organization.”

## Present Administrative Structure

To give effect to the findings, Commissioner McGrath, who held office from March 16, 1949, until April 22, 1953, organized the main operating programs of the Office into “line” divisions, each working with its own clientele at local, state, and national levels on the problems of its particular area. As the 1950 reorganization developed, five such divisions finally materialized.

The titles of these divisions and the Assistant Commissioners who now head them are as follows: *State and Local School Systems* (Wayne O. Reed); *Vocational Education* (James H. Pearson); *Higher Education* (Lloyd E. Blauch, acting); *International Education* (Oliver J. Caldwell); *School Assistance in Federally Affected Areas* (Rall I. Grigsby).

The newest and what may turn out to be the shortest lived division—*Assistance in Federally Affected Areas*—is actually the largest in staff size, employing 150 people in the current fiscal year. Since the inception of this activity in September, 1950, the division has administered a program of 655 million dollars for school construction facilities and 238 million dollars for current operating expenses of federally affected school districts. This work will terminate on June 30, 1956, unless further extended by the Congress.

The *Division of State and Local School*

*Systems*, with 88 employees ranks next in size. *International Education* is the smallest in terms of staff paid from Office of Education funds which provide for 10 persons. The *Division of Vocational Education*, which has 63 employees, is the only one that began as a separate agency of the Government. Set up in 1917 under a Federal Board for Vocational Education, it retained independent status until its functions were transferred to the Office of Education in 1933.

To assist in guiding and co-ordinating the widespread activities of the Office, Commissioner McGrath established a *Program Development and Coordination Branch* under Assistant Commissioner Ward Stewart, which included two major units that furnished services of Office-wide scope: *Research and Statistical Standards and Reports and Technical Services*.

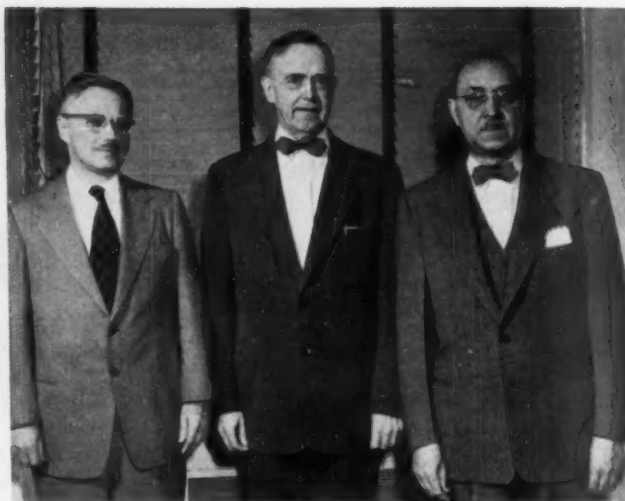
In broad outline this is the administrative pattern that U. S. Commissioner of Education S. M. Brownell found in operation when he took office on November 16, 1953.

In the intervening months, Dr. Brownell has given intensive study to ways in which the over-all Office of Education resources can be mobilized to deal effectively with education problems of national significance. While much of the Office planning is still under consideration by the Administrative Staff, the main features of the new reorganization are complete and at this writing the target date for fully effecting them is set for approximately July 1, 1955.

## Commissioner Brownell's Plan

The new Office of Education revision calls for regrouping all activities under three Assistant Commissioners of Education who will be responsible for co-ordinating three broad areas: (1) *Research*, (2) *Services*, and (3) *Grants*. These are geared to what Commissioner Brownell defines as





#### NEW OFFICE OF EDUCATION STAFF CHANGES

Left to right: CARROLL HANSON, *Director of Publications Services*; DR. RAYMOND C. GIBSON, *formerly with International Division, now Associate Chief, Teacher Education, Division of Higher Education*; FRANK L. SIEVERS, *formerly Executive Director of the American Personnel and Guidance Association, now Chief, Guidance and Student Personnel Section, Division of State and Local School Systems*; DR. HERBERT CONRAD, *in charge of statistical services in the new Research area*; JAMES H. PEARSON, *formerly acting, now Assistant Commissioner for Vocational Education Division*; and DR. AMBROSE CALIVER, *Assistant to the Commissioner, named Chief of the new Adult Education Section in the Division of State and Local School Systems*.

the three major functions of the Office: "First, to engage in research helpful in education; second, to provide educational services to advance the cause of education; and third, to administer fiscal grants to assist education."

The *Program Development and Coordination Branch* has been discontinued and its main duties distributed as follows. The work of *Research and Statistical Standards* comes under the new area of *Research*. *Reports and Technical Services* is reorganized as *Publications Services* and reports to the Commissioner. Program planning has become a major responsibility of the Commissioner, his Deputy, and the Assistant Commissioners in charge of Research, of Services, and of Grants.

"Basic research—the facts, the problems, the solution—is what we must attempt to do," Dr. Brownell told me, pointing out that heretofore OE studies have been principally statistical studies or fact-finding surveys designed to point out the problem but not the solution.

In the coming year, according to Congressional testimony, the Office will place more emphasis on "the 'team' approach to larger problems, bringing together a number of specialists with needed competencies for a concentrated effort. For example, studies which are directed toward the problem of school-building shortages will bring together qualified staff in the School Assistance Division, State and Local School Systems Division, Higher Education Division, and any other part of the Office which can effectively contribute. Organizational lines within the Office will be modified or crossed as needed to bring this about."

#### The Three Main Areas

Dr. Julian E. Butterworth, formerly

Director of the School of Education, Cornell University, has been developing the *Research* area since January, 1955. He will leave this consultant position on June 1, 1955, and an Assistant Commissioner for Research will be employed as soon thereafter as possible.

In addition to statistical services, two important subdivisions will be assigned to this area of *Research*. They are a National Advisory Committee on Research and the Cooperative Research program authorized last year under Public Law 531 of the 83rd Congress which permits the Office of Education "to enter into contracts or jointly financed co-operative arrangements with universities, and colleges and state educational agencies for conduct of research, surveys, and demonstrations in the field of education."

Members of the National Advisory Committee have not yet been named, but the membership of the Cooperative Research Committee includes J. Cayce Morrison, director of Puerto Rican Studies for New York City Schools; Frank Hubbard, director, Research Division, NEA; Erick L. Lindman, Professor of Educational Administration, George Peabody College for Teachers; Willard C. Olson, School of Education, University of Michigan; H. H. Remmers, director, Division of Educational Reference, Purdue University.

The Cooperative Research in Education program is grounded in the belief that "needed research should be stimulated in all agencies and the total resources of information and knowledge pooled." As described in an OE budget summary "this approach by tapping the valuable resources of personnel and facilities existing in colleges, universities, and state departments of education would provide more and better information about education, promote needed research upon educational problems,

and avoid a development of a large permanent research staff in the Office of Education."

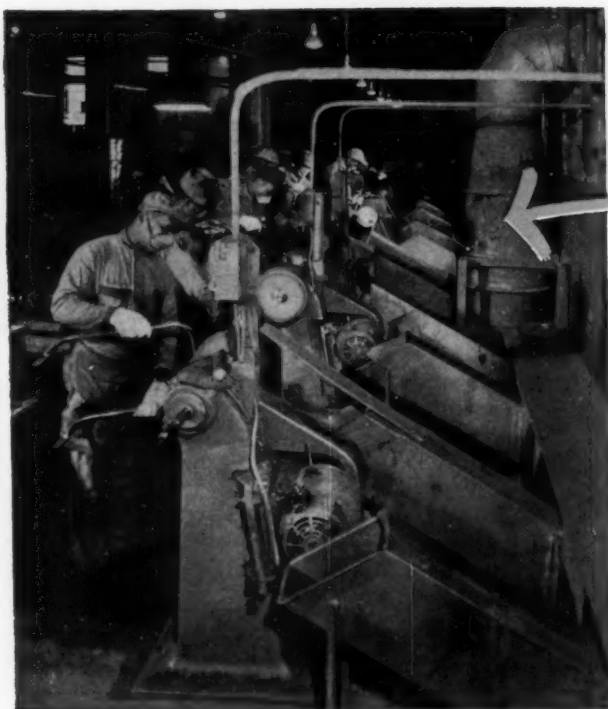
The OE budget request of \$200,000 for this purpose in the new fiscal year would support six to nine co-operative research agreements and take care of the costs of outside experts required to review the proposed projects under terms of the enabling act. No funds were made available for this program in the House.

The *Service* area, co-ordinated by Assistant Commissioner Wayne O. Reed, will continue the four service divisions—*State and Local School Systems, Higher Education, International Education, and Vocational Education*—as they are under their present Assistant Commissioners.

The area of *Grants* will be co-ordinated by Assistant Commissioner Rall I. Grigsby, and, for the present, will administer only such grants as are appropriated to federally affected areas, and other grants which might be forthcoming in new areas. Grants now administered by *Vocational Education* and *Higher Education* will remain under their respective divisions according to information supplied me.

In testifying before a House Appropriations Sub-Committee, Commissioner Brownell recently declared: "We are studying our grant-in-aid programs to identify the purely fiscal aspects of administration, to try and see that the grants are administered as efficiently as possible, and what these programs usually have is some educational service connected with them. Our thought is that we ought to move in the direction of separating fiscal administration from educational services. This is to avoid the danger of utilizing the fiscal administration of grants as a means for influencing the educational program."

(Continued on page 56)



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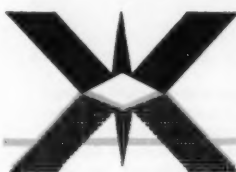
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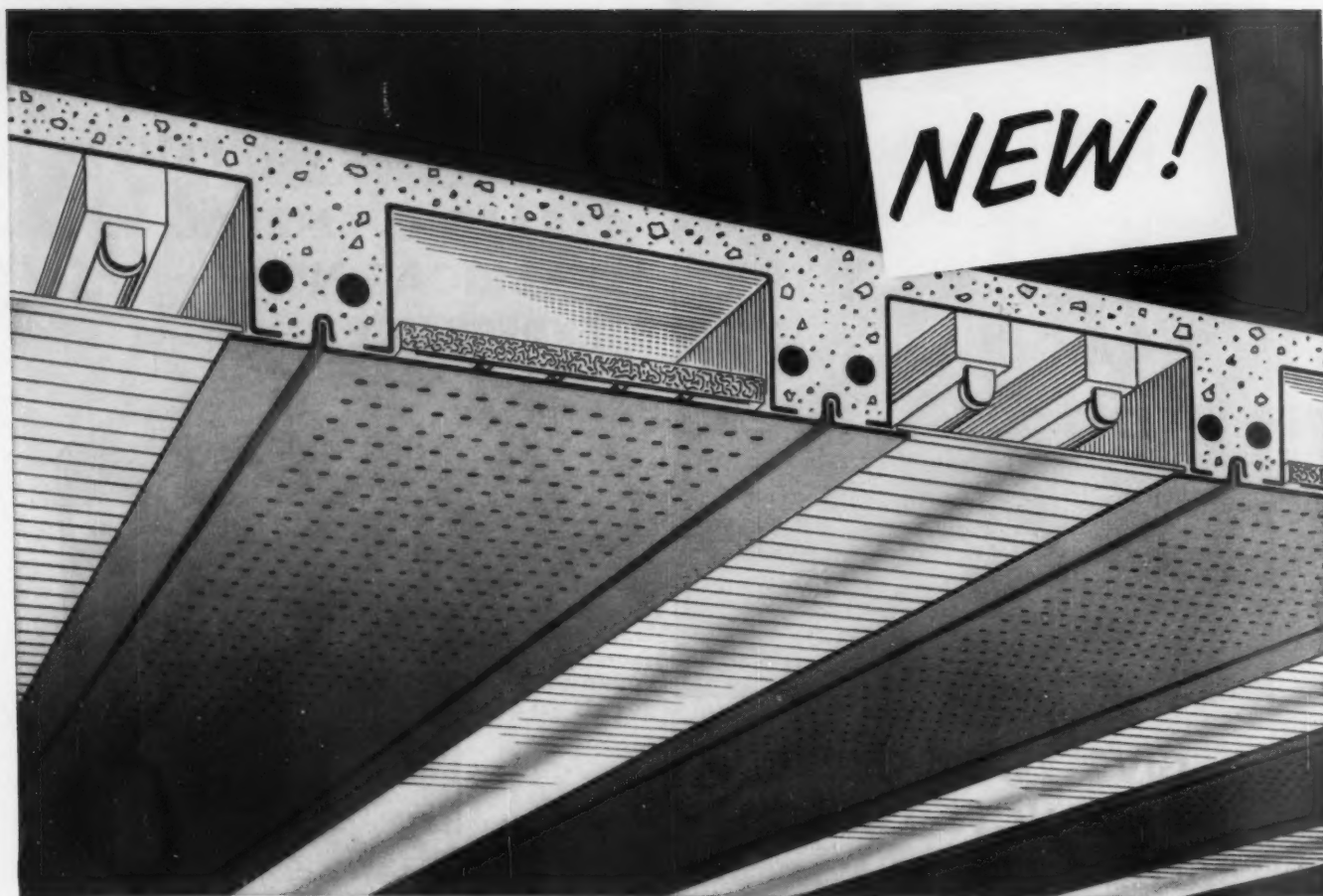
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A noncombustible acoustical element is "built in" the acoustical panels. Minimum-cost fluorescent fixtures and plastic diffusers are installed in the troffer panels to provide recessed lighting.

Long-span design makes for quick erection,

and the panels need support only on the ends and at mid-span while concrete is being poured. This reduces cost of shoring usually required.

Complete erection service under Fenestra supervision is available in many areas.

Since the TAC Panels carry no building loads after the concrete has cured, all fire-resistive ratings are based on the reinforced concrete structural system.

## PROVEN IN MICHIGAN SCHOOL BUILDINGS



TAC Panels in place, ready for pouring concrete at one of 14 Michigan schools now under construction with this new system. See how the long span design reduces shoring requirements to only mid-point support. **Marsh School**, Detroit, Michigan. Architect: C. Gabler, Detroit Board of Education, George L. Schulz, Consulting Architect. Contractor: Ellis Construction Co.



Here's a quiet, well-lighted classroom . . . the result of TAC Panel construction. Maintenance costs are low, because the ceiling can be washed or painted as needed, without reducing the acoustical efficiency. The plastic diffusers are easily removed for servicing lighting fixtures. **Pasteur School**, Detroit, Michigan. Architect: Leo M. Bauer. Contractor: Maurice Strandberg Co.



An ideal ceiling for gymnasiums and multi-purpose rooms. The acoustical treatment "built in" the cellular steel panels cannot be damaged by balls thrown against it. The recessed lighting fixtures are economically protected by wire guards. **Gompers School**, Detroit, Michigan. Architect: Donaldson & Meier. Contractor: A. W. Kutsche & Co.



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**Multi-purpose Steel Panels provide long-span forms for concrete joists  
plus acoustical ceilings and recessed lighting troffers built right in!**

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*Money is saved* because 3 expensive building materials are wrapped up in these economical building panels: (1) the forms for concrete joist construction, (2) metal pan acoustical ceilings, and (3) recessed lighting troffers.

*Time is saved* because the structural floor for the rooms above and the acoustical ceiling and lighting system for the rooms below are completed at the same time . . . with

only paint, finished flooring and installation of fluorescent fixtures to be done after the concrete has cured.

And, this new building system gives you better-looking, better-lighted classrooms that are easier to maintain, year after year. The ceilings can be washed or repainted as often as needed, without affecting the acoustical treatment. There is no hanging ceiling or "stuck on" acoustical material to be damaged or replaced.

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Standard troffer lighting fixtures may be installed flush with the acoustical ceiling in this new Type "D" Troffer Panel, eliminating hanging fixtures and exposed wiring conduits.

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**TROFFER-ACOUSTICAL  
BUILDING PANELS**

## REORGANIZATION

(Continued from page 52)

### Organization Details

Broad, new recognition is being given to the field of adult education. The Office has been without a formal organization to deal fully with this important field since Homer Kempfer resigned as specialist in September, 1952.

Dr. Ambrose Caliver, who has been assistant to the Commissioner in such fields as literacy, intergroup, and fundamental education, will also become chief of a new *Adult Education Section*. He will have the responsibility for providing advisory services and directing studies on adult education, including educational problems of the aging. This section will be part of the *Division of State and Local School Systems*.

A *Guidance and Student Personnel Section* will be re-established on July 1, 1955, under the leadership of Frank L. Sievers, currently Executive Director of the American Personnel and Guidance Association.

*Publication Services*, with Carroll Hanson as director, has been expanded to make Office of Education research studies and statistics available to a wider audience, including parents, school board members, and groups in business, labor, and the professions. Emphasis is also being placed on strengthened editorial activities and Dr. B. Harold Williams, formerly with Navy Training Publications, has assumed the position of chief of the editorial program in *Publications Services*.

Teacher education will be developed under the direction of Dr. Raymond C. Gibson, who will be chief of this section in the *Division of Higher Education*. He has been heading the Educational Missions Branch in the Division of International Education.

A *Laws and Legislation Section*, responsible for OE legislation and for co-ordinating information on federal and state education legislation, will be attached to the Commissioner's office to take care of greatly increased demands in this field. This section will be headed by Assistant Commissioner Ward Stewart and Melvin Sneed, legislative adviser.

### Office of Education Personnel

Since the spring of 1953, a rash of resignations, without corresponding replacements, has taken a heavy toll of OE's professional staff. Between May, 1953, and May, 1955, 29 major positions at Grade GS 12 or higher were vacated. Now this is being corrected. By July 1, 1955, 25 of these vacancies will be filled, four will be canceled,<sup>1</sup> and 12 new positions will be staffed,<sup>2</sup> bringing the total number of professional workers at this level to about 176.

<sup>1</sup>Four positions have been completely canceled, including the post of Associate Chief for Social Sciences in the Division of Higher Education and three representatives of the School Facilities Survey whose work was completed.

<sup>2</sup>The 12 new posts added to the Office in the past year include seven field representatives in the Division of School Assistance in Federally Affected Areas; an educationist for the Division of International Education; a Special Assistant to the Commissioner; and two positions in the Civil Defense Education Project.



Dr. Samuel M. Brownell

One of the factors that sent OE morale tumbling was the refusal of Congress in early 1953 to appropriate funds to support a Division of Veterans' Educational Services, formed several months earlier with Budget Bureau approval. As a result a reduction in force became necessary to enable the Office to remain within its budget. The untimely death of Commissioner Lee M. Thurston, two months after his installation, added to the feeling of insecurity of OE personnel.

The subsequent exodus of many personalities who had come to be highly regarded in the education world, and the time lapse in securing replacements, gave rise in recent months to unfounded rumors in educational circles that the Office was being deliberately whittled down to a small statistics-gathering agency. This is not the case!

### Current Recruitment Efforts

Now it can be told that obtaining a top-notch professional staff has had the patient attention of Commissioner Brownell since he assumed office. But before undertaking extensive hiring, he thought it essential to evaluate and improve the procedures for recruiting high caliber personnel and to determine whether each of the existing vacancies should be filled or replaced by a new position better adapted to meet current needs.

In the interim, funds for full-time personnel have been used to bring in consultants in a variety of fields for varying periods and to hold special conferences on timely problems.

To assure the office of securing the very best persons obtainable through civil service channels, Commissioner Brownell recommended that the civil service commission appoint a new and enlarged board of civil service examiners. This began functioning on October 1, 1954.

The board is composed of 17 members,

including 15 part-time consultants nationally known and respected in their particular fields of education. Dr. J. Kenneth Little, Deputy Commissioner of Education, is chairman of this board and H. C. Christoferson, OE Chief of Personnel and Organization, is its executive secretary. The previous Board of Civil Service Examiners had five members, four of whom were on the regular staff of the Office.

Whenever there is a permanent Office of Education position to be filled, announcement of the vacancy is made on a nationwide basis to persons who would appear to be interested in such employment or able to recommend qualified personnel. When a sufficient number of applications have been filed, a panel of two or three board members with background experience in the field concerned is called together to examine the eligible applications on the Civil Service register and determine the best qualified individuals on the basis of the experience and training shown in the applications and supplemental information.

The Office is making a greater effort than in the past to obtain a larger number of qualified applicants as well as to secure comprehensive information on top candidates. This information includes objective reports from previous employers, so that examiners will not have to rely solely on the data submitted by the applicant in his "Form 57." This new recruitment effort is necessarily slower than former efforts, but OE officials feel that the results are worth the delay.

In addition, as Commissioner Brownell told a House Appropriations Subcommittee, "arrangements are being made to recruit young promising educators for service in the Office for one to three years as a means of introducing young and fresh ideas and at the same time developing educators for successful careers who understand education from the national perspective."

### Other New Appointments

Some top posts are being filled by moving old-line employees up. Thus James H. Pearson has been made assistant commissioner for the *Division of Vocational Education*. John Ludington is Chief of the Civil Defense Education Project on leave from his position as Chief of Industrial Arts. Dr. Romaine Mackie has moved from Specialist, Schools for Physically Handicapped, to Chief, Exceptional Children and Youth Section. Dr. Helen Macintosh, formerly Associate Chief, has become Chief, Elementary Schools Section.

Among the new faces who will be identified with Office of Education projects in coming months are: John P. Walsh, formerly Director of State Educational Institutes in New Hampshire, who reported in May as Chief of the Trade and Industrial Education Branch; Dr. De Witt Hunt, nationally known Industrial Arts Director from Oklahoma A & M College who is filling Dr. Ludington's post; Sebastian V. Martorana, Dean of the General College Division at Ferris Institute, Michigan, who has been appointed Specialist for Junior Colleges; William R.

(Concluded on page 58)

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BRANCH PLANT AT NAHMA, MICHIGAN

## REORGANIZATION

(Concluded from page 56)

Bokelman, Business Manager of the University of Kansas City, who will become the Office of Education's Specialist for College Business Management.

### The Road Ahead

In the final analysis it is only in the wearing that one can determine how the shoe fits. The new reorganization plan may be the shot-in-the-arm the Office of Education needs. Certainly, an affirmative program is necessary if the Office is going to enter new fields of service more intensively and extensively than in the past. The House Appropriations Committee, for instance, has asked the Office to give its attention to the problem of the mentally-retarded child and "present a real program (in this field) at the time of the hearings on the budget request for (the fiscal year) 1957."

"If we are going to mobilize the efforts of the Office to bear effectively on major problems in education," Commissioner Brownell says, "we must substantially increase our staff." He terms such national problems as juvenile delinquency, retarded and gifted children, the war of ideas between democracy and communism, and even automation "properly of concern to the Office of Education if we are to furnish the national leadership people have the right to expect of this organization."

The 64 dollar question seems to be whether the three Assistant Commissioners in the areas of *Research, Services, and Grants* will be given administrative direction and supervision over the operating divisions or whether they will simply function as co-ordinators. What the precise role of the specialized divisions will be in this new structure remains to be seen. The line demarking research and services is a shadowy one to draw. Since most of the major Office divisions and many of their subdivisions now perform research and service functions, separating these activities from them, if this is the intent, may prove easier to carry out in theory than in practice.

Whether the Office will be able to proceed immediately with all its plans is a question. To put into effect the expanded program envisioned by Commissioner Brownell would seem to require a larger budget and more pronounced support in the Appropriations Committees of Congress than has been evident in the past two years. This may provide a real opportunity for those who have been advocating a stronger Office of Education to help realize this goal by backstopping the leadership now being offered through making their support for this program (and the budget necessary to achieve it) known on Capitol Hill.

### Independent Status Advocated

There are some, of course, who will not be satisfied that the Office of Education can achieve the leadership commensurate with its responsibilities and the importance of education in American life until it is reorganized out of the Department of Health, Education, and Welfare and is es-

tablished as a separate governmental agency under a national board of education. This board would be composed of distinguished citizens appointed by the President, with the consent of the Senate, for long, overlapping terms.

In recent weeks this drive has been lent new impetus by a bill—H.R. 5828—introduced by Representative Frank Thompson (D., N.J.) embodying this proposal and charges voiced by Jordan L. Larson, as President of the American Association of School Administrators (AASA), as well as some other educational leaders, that the U. S. Office of Education is being dominated for partisan political purposes as a result of its placement in the Department of Health, Education, and Welfare.

The National School Boards Association, the Council of Chief State School Officers, the National Education Association, and the National Congress of Parents and Teachers are among the organizations that have adopted policies favoring independent status for the Office of Education in the belief that, as a recent A.A.S.A. resolution puts it, "education should remain free from the controls of partisan politics."

That "there seems to be an attempt now to depart from the policy of lodging in the Commissioner of Education's office the Federal responsibilities with regard to education" is even a topic for comment in a recent House Appropriations Committee's report. Protesting the submission of separate budget requests for such items as the White House Conference on Education and a National Advisory Committee on Education outside of the regular OE budget, the Committee expressed concern that "this spreading of the activities and functions of the Federal Government in the field of education can only lead to a further deterioration of the standing of the Office of Education in this country."

As a consequence, it allowed a small increase (\$50,000) over the budget estimates (\$3,000,000, an increase of \$100,000 over the current fiscal year) that the Office of Education submitted for salaries and expenses. It refused funds, however, for Cooperative Research in Education and for a 9-member National Advisory Committee on Education that "does not even fall under the over-all head 'Office of Education'" and on which the Commissioner of Education would serve only as an *ex officio* and nonvoting member if it is actually set up to advise the Secretary of Health, Education, and Welfare as provided for in Public Law 532 approved July 26, 1954.

The Committee allowed only \$100,000 (half the amount requested) to complete the work of the White House Conference on Education to be held November 28–December 1, 1955, explaining: "The Committee will expect that this work be closely co-ordinated with the regular activities carried under the salaries and expenses appropriation of the Office of Education, and that staff payrolled under that appropriation assist in these activities if the amount provided proves insufficient to carry them out with maximum effectiveness. The Committee does not expect to approve any additional funds for this activity either for this fiscal year or for 1957."



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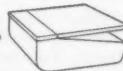
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**LECTURE ROOM—EVANSTON** Six rows of 4-ft. 2 light "20/20" units, single stem mounted on 4-ft. centers maintain 90 foot candles. Louvers are spaced equi-distant for more attractive appearance.

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## N.S.B.A. LEADERSHIP

(Concluded from page 8)

symposium delegates will divide into small working groups to examine ideas and suggestions that might be adapted to solution of problems of education.

It is impossible to foresee what may result from such a symposium entered into without preconceived ideas as to outcomes. It is possible that this meeting might mark a turning point in the advancement of public education to higher levels of effective service to the American people, young and old. At the very least it should serve to add freshness and vigor to our thinking on school matters. Followed, as it will be within two months, by the White House Conference on Education, the N.S.B.A. Symposium may be able to offer some concrete assistance to the deliberations of that larger body. That would be gratifying. But in any case, here is one more effort, in 1955, to come to grips in a different way with what many citizens are growing to feel is a top priority question concerning the future of America—namely, how to produce through our system of universal public education, a citizenry whose every member has been given opportunity to develop economic dependability, social acceptability, civic responsibility, and moral accountability to the extent of his individual capacity.

### Other N.S.B.A. Activities

Mrs. H. M. Mulberry of Chicago, Ill., first vice-president, has been appointed official representative of the N.S.B.A. on a committee created under A.A.S.A. auspices to direct the co-ordinating and diffusing of the results of the Cooperative Program in Educational Administration (C.P.E.A.) over a two-year period, supported by a grant from the W. K. Kellogg Foundation.

Director Albert A. Swenson of Philadelphia, Pa., represented the N.S.B.A. on April 21, at a meeting in Washington, D. C. called by the President's Committee on Employment of the Physically Handicapped.

On April 27, National Director Victor Macdonald of Windsor, Conn., attended a meeting at the Department of Health, Education, and Welfare, as N.S.B.A. representative among some 50 national organizations called together by HEW Secretary Oveta Culp Hobby to receive current information with respect to the availability of the Salk poliomyelitis vaccine.

Immediate Past President J. G. Stratton of Clinton, Okla., continues his activities as a member of the White House Conference Committee, and chairman of the subcommittee on "How Can We Obtain a Continuing Public Interest in Education."

## LIGHTING A GYMNASIUM

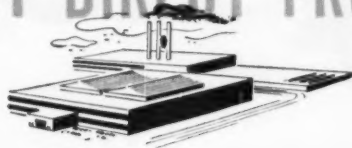
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cost is offset many times over by the extra illumination obtained through using fresh lamps. There is also the savings of labor, since changing lamps and cleaning fixtures at every burnout would mean too frequent use of the movable platform and considerable unnecessary labor.

3. *Mechanical Lowering Devices:* By using "disconnecting hangers," units can be lowered to the floor for maintenance. This method, if properly designed and installed, gives ready access to the equipment at all times and provides a method of replacing burnouts as quickly as they occur.



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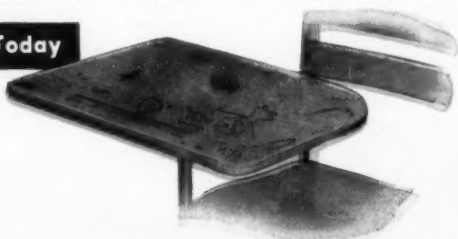


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MARK PRICE  
REPLACEMENT  
PLASTIC TOPS  
FOR  
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TABLES**

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Please Quote Prices on New Plastic Tops as follows:

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**Schools:** New Long-Span Q-Deck greatly simplifies the design of covered walkways and cantilevered canopies in modern schools, as well as allowing corridors to be included in the same span with classrooms.



**Supermarkets:** As in the case of schools, much greater latitude of design is allowed by increasing deck span. Considerable saving in structural steel is made possible, and time and labor are cut down in the erection of the deck.

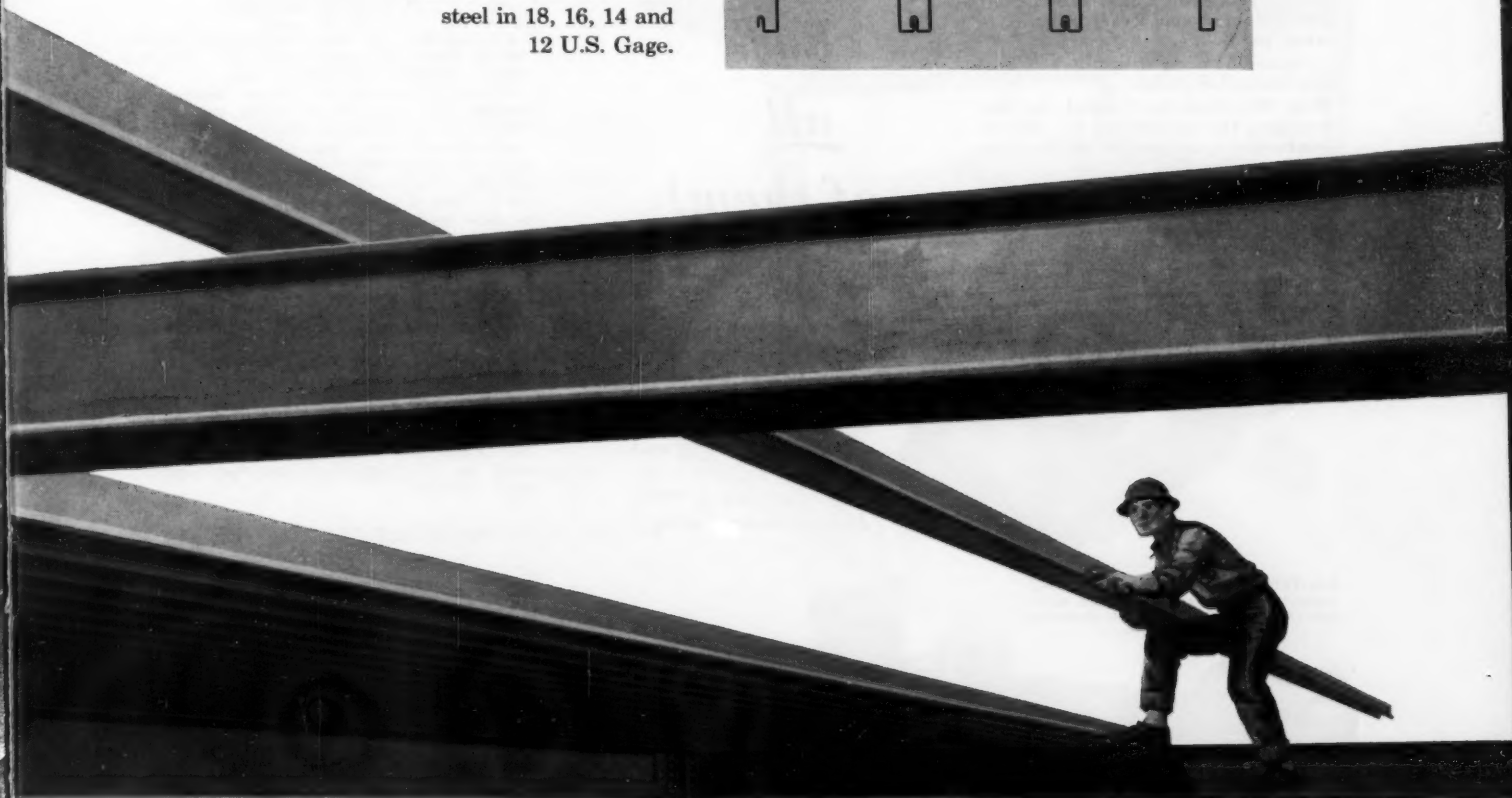
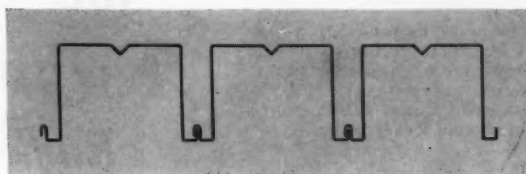
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## SCHOOL FINANCE AND TAXATION

### SCHOOL BUILDING CONSTRUCTION

During the month of April, 1955, contracts were let for 133 school buildings, in 11 Pacific Coast States. The estimated value was \$42,108,424.

Additional buildings, in the number of 173, were reported in preliminary stages, at an estimated cost of \$119,175,619.

Dodge reported that in 37 states east of the Rocky Mountains contracts were let in April for 791 educational buildings at \$194,700,000.

### NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS\*

Item	Date	Latest Figure	Previous Mo.
School Building Construction <sup>1</sup> .....	Apr., 1955	\$194,700,000	\$200,670,000
School Building Construction <sup>2</sup> .....	Apr., 1955	42,108,424	18,711,133
Total School Bond Sales <sup>3</sup> .....	Mar., 1955	160,659,458	129,341,499
Latest Price, Twenty Bonds <sup>3</sup> .....	Apr. 21	2.40%	2.45%
Construction Cost Index <sup>4</sup> .....	Apr., 1955	601	600
Wholesale Price Index <sup>5</sup> .....	Apr. 26	110.4	110.5
U. S. Consumer's Prices <sup>5</sup> .....	Feb., 1955	114.3	114.3
State General Expenditure for Education, Per Capita <sup>6</sup> .....	1954	\$29.57	
Mobility of Population of U. S. <sup>6</sup> .....	Apr., 1953-Apr., 1954		
(Total Civilian Population: 155,679,000).....	Same House	Movers	Migrants
Mobility of School-Age Population of U. S., Ages 5-18 <sup>6</sup> .....	125,654,000	29,027,000	9,981,000
	42,866,000	7,063,000	2,330,000

\*Compiled May 6, 1955.

<sup>1</sup>Dodge figures for 37 states east of Rocky Mts.

<sup>2</sup>11 states west of Rocky Mts.

<sup>3</sup>Bond Buyer.

<sup>4</sup>American Appraisal Co., Milwaukee.

<sup>5</sup>U. S. Dept. of Labor.

<sup>6</sup>U. S. Dept. of Commerce.

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Your community depends on your judgment in the selection of school heating equipment. We respect that judgment. In your choice of fuel, of course, you may be limited, but where you have a choice, consider coal—and when you do...

... consider firing it with a Will-Burt Air-Controlled Stoker.

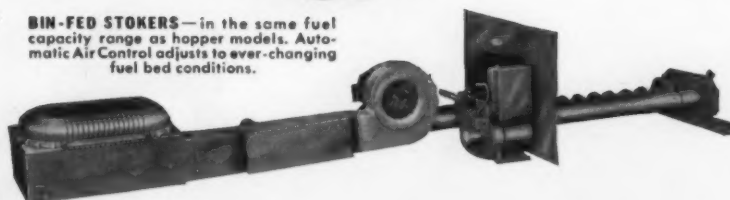
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### SCHOOL BOND SALES

During the month of March, 1955, bonds were sold for school construction purposes, in the amount of \$160,659,458. The leading sales were:

California	\$ 8,606,000	Minnesota	\$ 4,288,000
Delaware	4,500,000	Missouri	4,822,000
Georgia	32,738,000	New Jersey	5,318,000
Illinois	7,172,000	New York	24,251,000
Indiana	4,318,000	Ohio	12,844,000
Louisiana	3,107,000	Pennsylvania	5,320,000
Massachusetts	3,955,000	Texas	20,312,000
Michigan	4,288,000		

The average price of 20 bonds, as of March 31, was 2.42 per cent.

### SCHOOL BONDS

★ Lincoln, Neb. The school board borrowed \$10,000,000 to finance new school construction. The bonds carry an interest cost of 1.894 per cent.

★ Anderson Township, Ind., School Building Corporation sold \$1,560,000 of revenue bonds, at an interest cost of 3.09564 per cent.

★ Manchester, Conn., sold \$3,000,000 high school bonds, at a bid of 100.595 for obligations bearing 2½ per cent.

★ The state of California has borrowed \$30,000,000 on serial bonds to finance new school construction. The interest cost was 2.05 per cent.

★ Philadelphia, Pa. The school board sold \$12,000,000 of school district bonds, at an interest cost of 2.36176 per cent.

★ New York State Central School District, Lockport, N. Y., sold \$2,300,000 of bonds at an interest cost of 2.659 per cent.

★ Hennepin County, Minn., Independent School Dist. No. 2 sold \$1,100,000 of bonds, at an interest cost of 3.423 per cent.

★ Rockford, Ill. The board of education has proposed a school bond issue of \$10,000,000 for 1957. The building program will include one senior high school, two junior high schools, and three elementary school buildings.

### NEW MEMBER OF FIRM



Dr. F. G. Cornell

Engelhardt, Engelhardt and Leggett, of New York City, have announced the acquisition of Dr. Francis G. Cornell as a member of the firm. Dr. Cornell, an author, editor, and lecturer, was Professor of Education at the University of Illinois. He has served as president of the American Educational Research Association and as director of the Illinois University Bureau of Educational Research. He has had twenty years of continuous experience in educational research and has

made major contributions in the area of administration, school programs and surveys, and the financing of education.

SCHOOL BOARD JOURNAL for JUNE, 1955

### COMMUNITY COUNCIL

A community improvement council has been

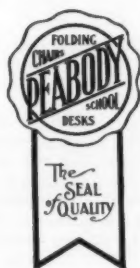
months. Remedial instruction in reading and arithmetic have been carried on in the elementary and high school levels; an organized

at existing schools, costing \$12,414,000. The rehabilitation of old buildings will be carried out at a cost of \$5,000,000.



THE FIRST PEABODY DESK  
BUILT IN 1902

Over 52 years ago the first Peabody School Desk was placed in service in Winchester, Kansas. Since that time millions of Peabody Desks have made their contribution to American education. Those of us here today, who are a part of this great organization, are proud of our heritage and the responsibility it entails.



# PEABODY

NORTH MANCHESTER, INDIANA

*No One Ever Regretted Buying Quality*



## COMMUNITY COUNCIL

A community improvement council has been active in Westwood, Calif., with the co-operation of the school board and consultants from the Chaco State College. This group which has been largely responsible for many community improvements such as organized recreation activities, activities for improving economic conditions, projects for improving community appearance, and projects for furthering school-community understanding and support, has been eminently successful. As part of their work, one of the subcommittees is now working with professional and board groups in developing a written district policy. The policy which is to consist of three sections, includes district organization, general policy of board operation, and personnel policy.

A number of interesting educational innovations have been attempted in recent

months. Remedial instruction in reading and arithmetic have been carried on in the elementary and high school levels; an organized mentally retarded program has been set up for handicapped pupils; a speech therapy program has been introduced with a trained speech correctionist in charge. About 40 pupils have been enrolled in the class, of which 29 have been returned to regular classes with only occasional checking.

## LOS ANGELES VOTES

The voters of Los Angeles, Calif., recently approved a \$133,000,000 school bond proposal, including \$45,000,000 for the elementary district, \$74,000,000 for the high school district, and \$14,000,000 for the junior college district. In the elementary district, the bonds provide funds for the construction of 35 new schools and the purchase of 37 new sites. In addition, new classrooms and additions will be erected

at existing schools, costing \$12,414,000. The rehabilitation of old buildings will be carried out, at a cost of \$5,000,000.

In the high school district the plans call for 8 new junior high schools and 5 senior high schools, as well as the purchase of 17 new sites, costing \$51,345,000. The rehabilitation of old buildings will cost \$5,000,000.

## CAN'T SELL SUPPLIES

The Georgia State Board of Education has passed a resolution forbidding schools to sell school supplies such as paper, pencils, and workbooks. Such sales are to be made to students by local merchants.

## STUDY SCHOOL BUILDING COSTS

The building committee of the Milwaukee, Wis., board of school directors has recommended the appointment of a special citizens' committee to study school building costs. The group includes five members representing the various community groups. Wilfred F. Clapp, of Lansing, Mich., has been recommended as educational adviser to the study committee.

## SCHOOLROOM PROGRESS

Schoolroom Progress U.S.A., an exhibit of new and old schoolroom facilities will begin a three-year tour of the country in September. The exhibit comprises two railroad cars, one with the "old" and one with the "new" look in schoolroom design. The exhibit is being sponsored by the Ford Museum and Greenfield Village and Encyclopedia Americana.

## ARCATA SCHEDULE

The school board of Arcata, Calif., has adopted a salary schedule for 1955-56, calling for \$3,720 for teachers with a state general certificate and an A.B. degree, and \$6,300 for teachers with 60 additional units beyond the requirements. Annual increments of \$172 are provided and \$172 for 15 additional units.

## MONROE SCHEDULE

The school board of Monroe, Conn., has adopted a salary schedule for 1955-56. The schedule provides a starting salary of \$3,200 and a maximum of \$4,800. Steps include four at \$200, four at \$150, and two at \$100.

## SCHOOL LIGHTING

A workshop on School Lighting will be held at the University of Utah, July 5-15, under the direction of Dr. Paul C. Fawley, head of the Department of Educational Administration. Among the participants will be Charles D. Gibson, Los Angeles, Calif.; Foster Sampson, Illuminating Engineer; and Fred Fowler of the Utah State Board of Education.

## COMING CONVENTIONS

May 31-June 4. *Nebraska School Custodians' Association*, at Kearney, Neb. Secretary, Ernest A. Stiff, Concordia College, Seward. Exhibits. Attendance, 175.

July 3-9. *National Education Association*, at Conrad Hilton Hotel, Chicago, Ill. Exhibits. Attendance, 3500-4000.

July 10-13. *California School Employees Association*, at Civic Auditorium, San Jose. Secretary, Emma T. Hoffman, Bakersfield. Exhibits. Attendance, 300.

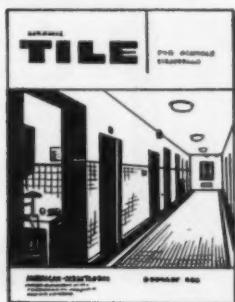
July 11-15. *Midwest Administration Center Conference*, at Judd Hall, University of Chicago, Chicago, Ill. Wm. W. Savage, director, University of Chicago. Attendance, 150.

Sept. 25-27. *Annual Conference of New England Reading Association*, at New Ocean House, Swampscott, Mass. Secretary, Dr. Franklin Lindquist, 175 Lincoln St., New Britain, Conn.

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shows how to plan schools  
for lower maintenance costs



Keeping your school clean and attractive, in spite of careless pupils and low budgets, is a major problem. Ceramic tile gives you an ideal solution. This new 24-page booklet shows many full color photos of outstanding schools, and gives numerous planning suggestions and specifications.

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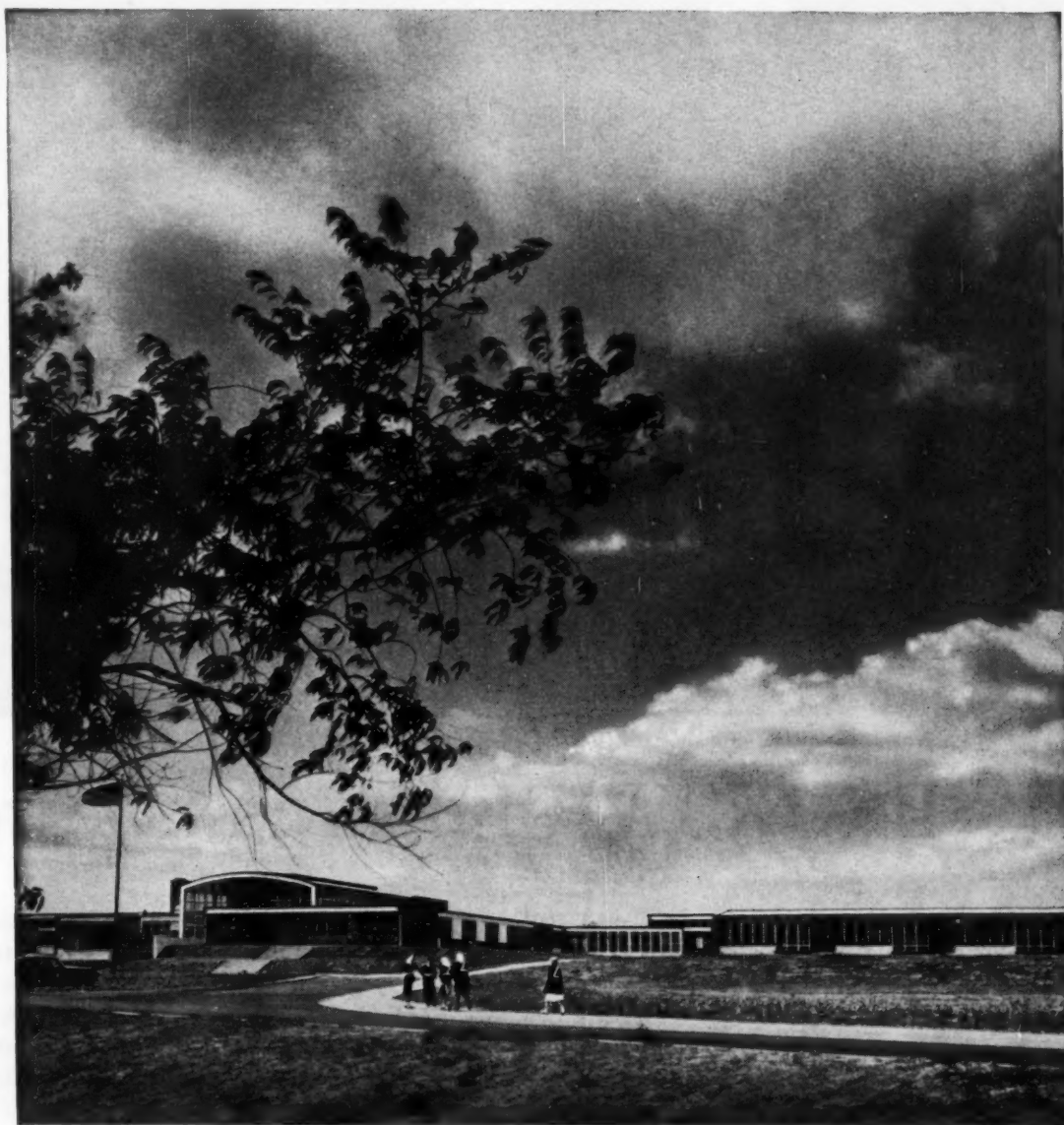
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*It's in the news — It's Advertised in*

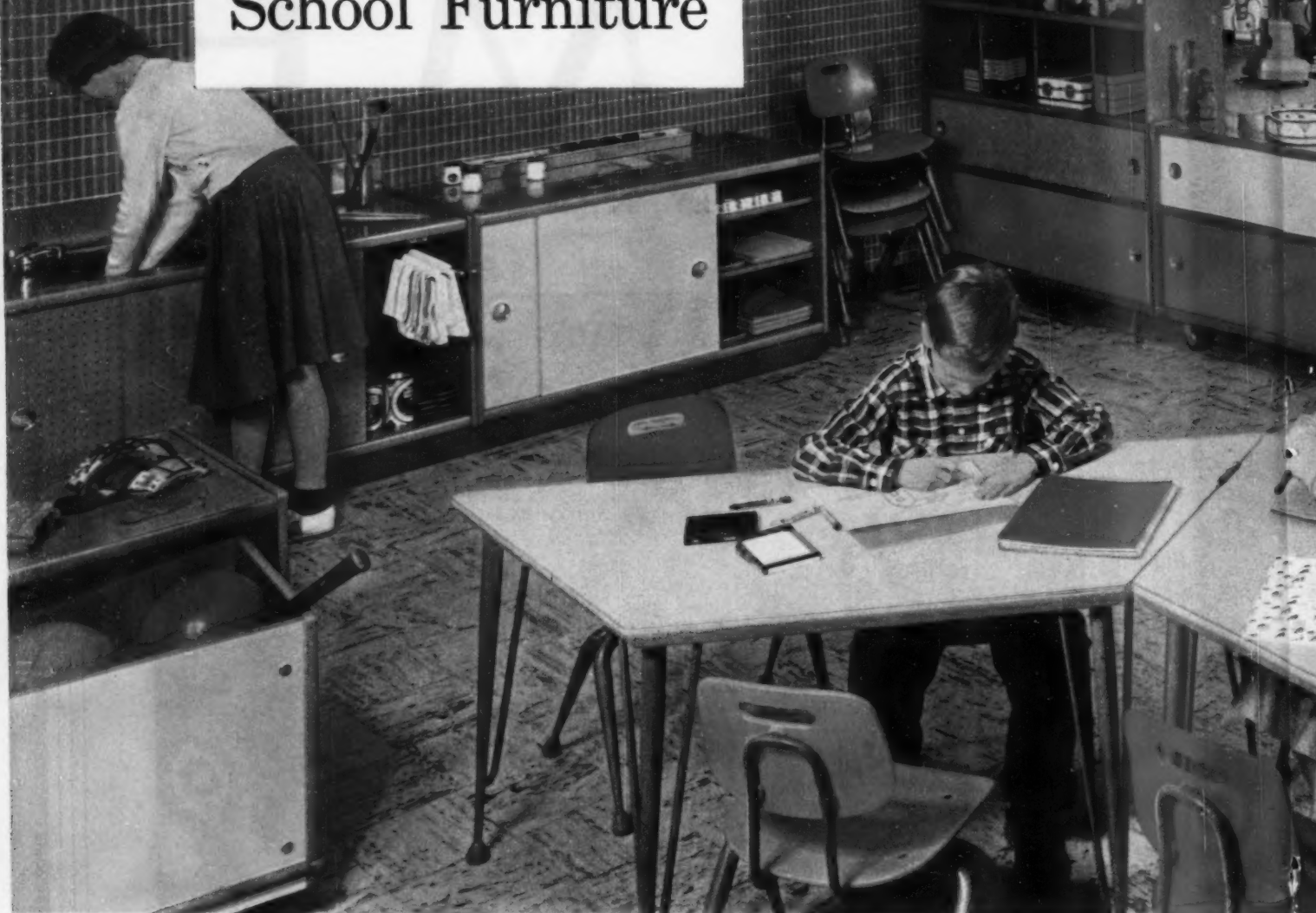
# TIME

THE WEEKLY NEWSMAGAZINE

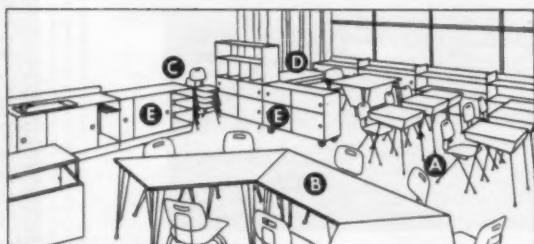


BRUNSWICK PACES THE REVOLUTION IN SCHOOL FURNITURE

# The Revolution in School Furniture



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Here is a new concept in school furniture that is already bringing a new way of life to students in more than 2,000 schools. From kindergarten through college, students welcome the flexible, friendly, modern design of Brunswick in the classroom.

Chairs (A) are the kind that outlast children.

Really comfortable and versatile too! Basic four-in-one chair becomes armchair, tablet armchair or chair desk with easy-to-put-on attachments.

Tables (B) are round, half-round, rectangular or trapezoidal. In five sizes they combine in an endless variety to suit any activity. Desks group too, providing large work areas.

Chairs and desks stack out of the way (C) to save valuable space. Tables nest (D).

Cabinets (E) are as flexible as the changing needs of the classroom. With or without sliding panel





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**EIGHT DIFFERENT SIZES!**  
This full range of sizes means Brunswick chairs correctly suit students of all ages.

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Today, advanced teaching methods and physical plants of functional design have won popular approval. This important two-thirds of our educational system needs no selling.

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morrow's educational systems demand . . . Brunswick School Furniture.

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*Designed to meet the challenge of change!*

## PERSONAL NEWS

### NEW STATE SUPERINTENDENT

J. C. Wright has recently been appointed State Superintendent of Public Instruction for Iowa. The new superintendent was formerly superintendent of schools at Keokuk.

A native of Alva, Okla., Mr. Wright received a bachelor's degree from Drake University, earned a master's degree at Iowa State University, and took his postgraduate work at Northwestern University, Colorado University, and Minnesota University.

He began his teaching career at Creston, Iowa, and later went to Keokuk as a physics teacher. He served in that position until 1938 when he was named principal of the high school. In 1940 he became superintendent of schools and served until January 1, 1955, when he assumed his new position as State Superintendent.

Mr. Wright is the author of a number of professional publications devoted to high school and vocational subjects.

### MR. McHUGH RETIRES

Thomas F. McHugh, formerly assistant superintendent of schools at Newark, N. J., retired in June, after forty years' continuous service in the schools. During his period of service, Mr. McHugh pioneered in problems concerning urban schools, including Americanization, adult education, community centers, recreation and playgrounds, vocational training, summer schools, remedial reading, and textbook evaluation.

He was also active in community service, including civil defense, wartime vocational training, community councils, and urban planning.

#### PERSONAL NEWS OF SUPERINTENDENTS

★ SUPT. NOBLE S. MOODHE, of Ephrata, Wash., has been re-elected for the next school year.

★ SUPT. THOMAS E. MARSDEN, of Monroe, Wash., has been re-elected, with an increase of \$250 in salary.

★ LEONARD K. STANHOPE is the new superintendent at Pilot Rock, Ore.

★ EVERETT M. LEE has accepted the superintendency at Viroqua, Wis.

★ PAUL GREENE, of Butler, Mo., is the new superintendent at Higginsville.

★ THOMAS W. JOHNSON has retired as superintendent of the Judsonia, Ark., schools. CHARLES BAUER succeeds Mr. Johnson as superintendent.

★ ARTHUR J. LAIDLAW, superintendent of schools at Kingston, N. Y., for 38 years, retired June 30, after a service of 44 years in education in New York State.

★ JOE S. EVANS is the new superintendent of schools at Moss, Okla.

★ F. L. SKAITH is the new superintendent of schools at Pickett, Mo.

★ DALLAS D. MCKENZIE, of Piedmont, Mo., has accepted the superintendency at Pacific.

★ H. A. WHITE is the new superintendent at Piedmont, Mo.

★ HENRY GAEDDERT is the new superintendent at Halstead, Kans.

★ VERNON L. EBERLY has accepted the superintendency at Larimore, N. Dak.

★ HUGH C. PRICE is the new superintendent at Florence, Kans.

★ CHARLES H. WILEMAN is the new superintendent of the Delavan-Darien high school district, Delavan, Wis.

★ HARRY HALL is the new superintendent at Palmyra, Mo.

★ WILLIAM BAILEY has been elected superintendent at Manning, Iowa.

★ HERBERT A. WOOD is the new superintendent at Cheraw, S. C.

★ A. T. LITTLE, of Midland, Tex., has accepted the superintendency at Borger.

★ R. L. SPRINGER has resigned as assistant superintendent of schools at Indianapolis, Ind. He has accepted the position of principal of the Central High School Dist. No. 2, Nassau County, L. I., N. Y.

★ HARLEY J. POWELL has been elected superintendent of schools at Richland Center, Wis., to succeed Gilbert Grosnick, who has gone to Ashland.

★ SUPT. ROBERT H. JOHNSON, of the Jefferson County, Colo., schools, has been re-elected for a new five-year term.

★ MILTON BAAK, of Stuart, Neb., has accepted the superintendency at O'Neill.

★ RICHARD L. BEHREND is the new superintendent at Hebron, Neb.

★ RAIDT LEE has been elected superintendent at East Prairie, Mo.

★ BERNARD R. ALLEN is the new superintendent at Wilson, Kans., succeeding S. G. Huebner.

★ EVERETT C. ZELLERS, Andover, S. Dak., is the new superintendent at Bridgewater.

★ MAURICE LYTELL is the new superintendent at Enterprise, Kans.

★ ALBERT G. LOVELADY, of Fresno, Calif., is the new superintendent of Kerman Union High School Dist., Kerman, Calif.

★ J. DAVID MCCARTNEY, of Elkins, Ark., has accepted a position as assistant superintendent in a Chicago suburb.

★ MORRIS C. MARTIN is the new superintendent at Mason City, Iowa.

★ CECIL A. ELLIOTT, of Waynesville, Mo., has accepted the superintendency at Vandalia.

★ ROLAND M. ROCKWELL is the new superintendent at Brodhead, Wis.

★ W. F. THOMAS is the new superintendent at Barnes, Kans.

★ ROBERT C. TITUS has been elected superintendent at Lawndale, Calif.

★ JOHN C. LUCAS, of Westwood, Calif., has accepted the superintendency of the Armijo Union High School Dist., at Fairfield.

★ DR. CLARENCE E. ROBBINS is the new superintendent of schools at Vincennes, Ind., succeeding Ralph Banks, who has gone into private business in Florida.

★ EDWARD L. KLOTZBERGER is the new superintendent of schools for the Deep River, Essex, and Chester, Conn., school district.

★ DAVID DANNEWITZ has accepted the superintendency at Stanley, N. Dak. He succeeds W. R. Stewart.

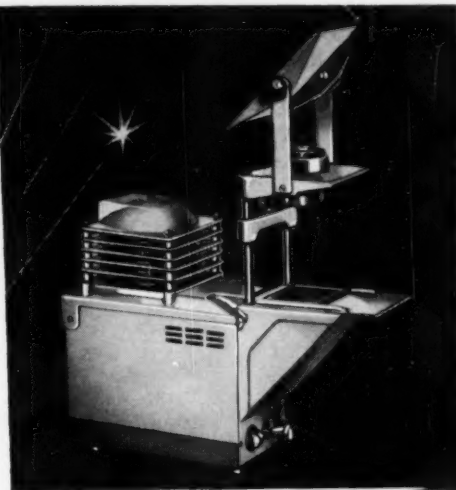
★ SUPT. HUGH L. MILLS, of Monticello, Ark., has been re-elected for a two-year term.

★ WILLIAM H. CORNOG, of Philadelphia, Pa., is the new superintendent of the New Trier High School, Winnetka, Ill. WESLEY L. BROWN, superintendent last year, will remain as assistant superintendent.

★ SUPT. J. R. MOUNCE, of Clinton, Iowa, has been re-elected, with a \$500 increase in salary.

★ SUPT. SANFORD C. WITTER, of Provo Schools, Igloo, S. Dak., has been re-elected for a fourth term.

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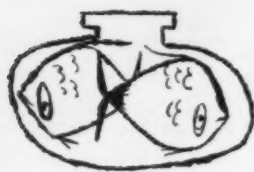
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## PERSONAL NEWS OF SCHOOL BOARDS

★ DR. CARL C. KESLER has been elected chairman of the school board at Cedar Rapids, Iowa.

★ The school board of Burlington, Iowa, has reorganized with BLYTHE CONN as president, and ROBERT GILES as vice-president. DR. ROBERT BELL is the new board member.

★ CARL W. ECKERT is the new president of the board at Council Bluffs, Iowa. HARRY C. VOSS was named vice-president.

★ At Velva, N. Dak., a new five-member board has been elected. The members include RALPH SCHALOW, RUBEN HAGA, DR. RICHARD LARSON, ARCHIE SULLIVAN, and LLOYD PFELSCHIEFTER.

★ GUY A. LARSON, a member of the Sioux Falls, S. Dak., board for 15 years, died after a long illness. He was president for five years.

★ The county board of Polk County, Iowa, has reorganized with JUSTIN J. STIFFLER as chairman. Other members are ALBERT F. MILLER, LAWRENCE E. FRAUSCH, ROY CRABTREE, and MARTIN TOLLEPSON.

★ The board of education of Bloomington, Ill., has elected JOHN T. DICKINSON as a new member, to succeed William R. Brandt. DONALD E. BUSH, a holdover member, was re-elected for a three-year term.

★ ERNEST GIRARD, a member of the board of the union elementary school district of Delano, Calif., for 19 years, was honored on April 17 for his many years of community service. A community barbecue was held to which local civic, school, and governmental bodies were invited.

As a member of the school board, Mr. Girard served as clerk for 17 years, and was a member of the salary committee of the County School Board Association.

★ A new five-member school board has been named for the Otto-Vincent school district, Saginaw, Mich. The board includes Mrs. DAVID GILCHRIST, RICHARD KENDRICK, CARL BALDAUF, HAROLD BLANCHET, and HERBERT LACROSS.

★ EARL F. MCFARLAND is the new president of the Florida School Boards Association. Other officers are WALTER MOORE, first vice-president, and A. L. PHEIL, second vice-president.

★ The board of education of Winona, Minn., at its reorganization meeting, elected CARROL SYVERSON as president; WILLIAM LINDQUIST as vice-president; and OSCAR GLOVER as clerk. DR. L. L. KORDA and BEN A. MILLER are the two new members.

★ DALE REED is the new president of school board at Vancouver, Wash.

★ RICHARD HARDY has been re-elected chairman of the board at Harrington, Wash.

★ DR. GEORGE D. MATHESON has been elected chairman of the board at Chehalis, Wash.

★ LEVI PORTWOOD is the new president of the board at Snyder, Okla.

★ DR. JAMES RAMSEY has been elected president of the board at Audubon, Iowa.

★ HARVEY COCKLIN is the new president of the board at Griswold, Iowa. ARTHUR BROUSE is secretary.

★ ROY J. BURNS has been elected president of the board at Carroll, Iowa.

★ D. L. KNITTLE is the new president of the board at Shenandoah, Iowa.

★ MURLIN CAWOOD has been elected president of the board at Bentonville, Ark.

★ LES GERMAINE is the new president of the board at Stone Hill, Iowa.

★ DON HOLLAND is the new president of the board at Inwood, Iowa.

★ F. B. MEYER has been elected chairman of the board at Summerville, S. C.

★ C. C. WYSE is the new president of the board at Wayland, Iowa. GEORGE BOOZEL is a new member.

★ L. E. WILLIAMSON has been re-elected president of the board at Sigourney, Iowa.

★ HAL DEAN MORRIS is the new president of the board at Kent, Iowa.

★ The school board of Crete-Monee School Dist. No. 201-U, Crete, Ill., has reorganized with RALPH FEHLAND as president and HAROLD MARTIN as secretary. REUBEN D. MOORE is a new member, and FRED HANSEN is a holdover member.

★ R. H. PATTON, who had formerly served on the school board of Jonesboro, Ark., for eight years, resigned this year. During his period of service, which included six years as president, he saw the improvement of the school plant and the extension of the educational services, all of which resulted in greatly increased school support. During this time also teachers' salaries were substantially increased which contributed to increased morale on the part of the teachers.

★ The Hot Springs, Ark., school board has reorganized with the election of L. A. WESTMORELAND as president. JACK H. SMITH is a member of the board.





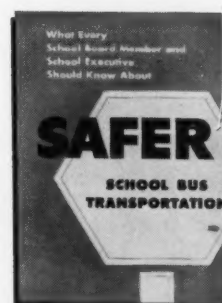
# SOMETIMES Safety CAN BE MEASURED IN SECONDS—

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**HOW TO GET THEM.** It's simple. First, if you are buying new buses and are asking for competitive bids, insist that *all* bids submitted include Bendix-Westinghouse *Air Brake* equipment. This way, the buses you ultimately choose will come from the factory *Air Brake* equipped. Secondly, you can modernize your present buses with handy field conversion kits—there's one designed for every make and model bus. Just call your Bendix-Westinghouse Distributor and he will make all arrangements—you'll find him listed in the yellow pages of your telephone directory.



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## SCHOOL LAW-NEWS

### School Lands and Funds

The rules for the construction of state statutes generally apply to school laws, and the laws for the conduct and government of public educational institutions should be construed so as best to subserve their intended purpose, if well-established rules of construction are observed and citizens' rights are not violated.—*School Dist. No. 39 of Washington County v. Decker*, 68 Northwestern reporter 2d 354, 159 Neb. 693.

Under the Delaware State Board of Education regulations, which required the submission of plans looking to gradual integration in public schools and which required the State Board's approval of such plans, the district board of education acted without authority in admitting Negro pupils to a high school previously reserved for Whites. 14 Del. C. §§ 121, 122, 127, 141, 902, 941, 944, 1105-1108.—*Steiner v. Simmons*, 111 Atlantic reporter 1d 574, Del.

The New York State legislature has the right to enact a law forbidding persons from loitering on school premises. N.Y. Penal Law, § 722-b.—*People v. Parker*, 138 N.Y.S. 2d 2, N.Y. Mag. Ct.

### School District Property

Where two thirds of the boards of the districts comprising a joint school district had voted for the purchase of land upon which to build a school building, and also a majority of all the directors of boards of the district had approved the purchase, the statutory requirement for authorizing the purchase by the joint district of the properties

involved had been fulfilled, despite the fact that a majority of the members of one board of one school district had voted against the purchase.—24 P.S. § 5-508, 17-1704.—*School Dist. of Hunlock Tp. v. Northwest Joint School Dist. of Luzerne County*, 111 Atlantic reporter 2d 452, 380 Pa.

The right of the public to use public schools for purposes disconnected with educational ends must yield to legislative power properly exercised over public schools for the primary objects for which they were established.—*People v. Parker*, 138 N.Y.S. 2d 2, N.Y. Mag. Ct.

Where a contractor failed to provide a performance bond and to enter into a contract awarded him by the school district as the lowest responsible bidder, the school district's damages were the difference between the contractor's bid and that of the next lowest responsible bidder.—*Independent School Dist. No. 24 v. Weinmann*, 68 Northwestern reporter 2d 248, Minn.

In an action by a school district against the contractor and the surety for a breach of the contractor's bid bond wherein the surety cross claimed against the contractor for indemnification for all sums adjudged against the surety in favor of the school district, offers of proof to establish the contractor's reliance upon representation by the surety that it would furnish a performance bond and the loss of profits sustained by the contractor due to his inability to go ahead with the main contract, did not disclose that the surety had ever made any representations to the contractor.—*Independent School Dist. No. 24 v. Weinmann*, 68 Northwestern reporter 2d 248, Minn.

### School District Taxation

A Colorado school district bond plan whereunder the indebtedness was to be contracted and evidenced by bonds issued from

time to time, contemplated the issuance of additional bonds as the statutory limit increased, but was not an authorization for all future time, but only for such time as is reasonable, necessary, or prudent. Colo. Laws of 1949, p. 636; 1935 C.S.A., c. 146, § 175, as amended by the laws of 1951, p. 738, § 2.—*Hebel v. School Dist. R-1, Jefferson County*, 279 Pacific reporter 2d 673, Colo.

### School District Claims

Under a New York statute providing that the board of education is bound to hold harmless its teachers who are duly sued for tort injury alleged to have been caused by them in the course of their employment, the board of education could resist a motion to amend the notice of claim, previously served on the board of education, in order to include the name of the teacher in charge of the student at the time of the alleged injury. N.Y. Education Law, § 3023.—*Sterns v. Board of Education of City of Rochester*, 137 N.Y.S. 2d 711, N.Y. Sup.

Where a notice of claim had been served on the board of education for alleged injuries sustained by a minor claimant while engaged in track practice on the school athletic field, the claimants did not need the proposed amendment of notice to include the name of the teacher in charge of the infant at the time of the alleged injury and service on the teacher in order to maintain their contemplated direct action against the board of education. N.Y. Education Law, § 3023.—*Sterns v. Board of Education of City of Rochester*, 137 N.Y.S. 2d 711, N.Y. Sup.

### Teachers

A principal, who had lost her principalship because the school was closed for purposes of consolidation into a new school, was not entitled to be appointed principal of the new school, and it was the duty of the school committee in the interest of the public to select the person best fitted for such position. G.L. (Terr. Ed.) c. 71, § 42A, as amended by the Mass. statutes of 1945, c. 330.—*Jantzen v. School Committee of Chelmsford*, 124 Northeastern reporter 2d 534, Mass.

Where an Ohio board of education designated May 22 as the end of the school year and required all teachers to be present the last three days of the school year for the performance of administrative duties incident to the closing of the school year, the school year did not terminate until May 22, notwithstanding the fact that May 19 was the last day on which there was a regular school attendance, and a notice of an intention not to rehire served April 22 upon a teacher employed under a limited contract, was within 30 days prior to the termination of the school year, and was sufficient to terminate her employment. R.C. §§ 3319.11, 3319.32.—*State ex rel. Brown v. Board of Education, Pleasant Local School Dist.*, 124 Northeastern reporter 2d 721, 162 Ohio St. 589, Ohio.

### Pupils and Conduct of Schools

A five-year-old child was entitled to attend a public school, but his parents did not have a right to insist that he be admitted to a particular grade or class. N.Y. Education Law, § 3202, subd. 1.—*Isquith v. Levitt*, 137 N.Y.S. 2d 497, 285, N.Y. App. Div. 833.

Once a kindergarten has been established, it becomes a part of the public school system, notwithstanding that the maintenance of a kindergarten is discretionary.—*Isquith v. Levitt*, 137 N.Y.S. 2d 497, 285 App. Div. 833, N.Y. App.

The determination as to whether a child should be enrolled in a kindergarten or in the first grade was within the function and rights of duly constituted educational authorities.—*Isquith v. Levitt*, 137 N.Y.S. 2d 493, affirmed 137 N.Y.S. 2d 497, 285 App. Div. 833.



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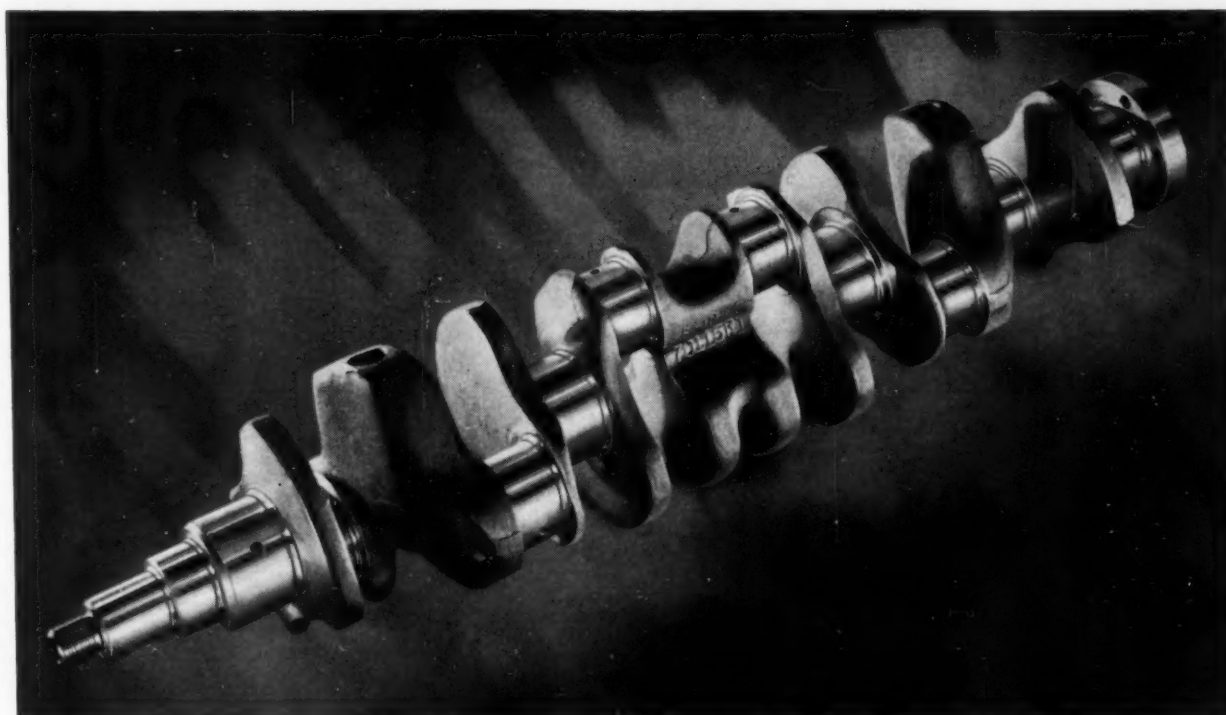
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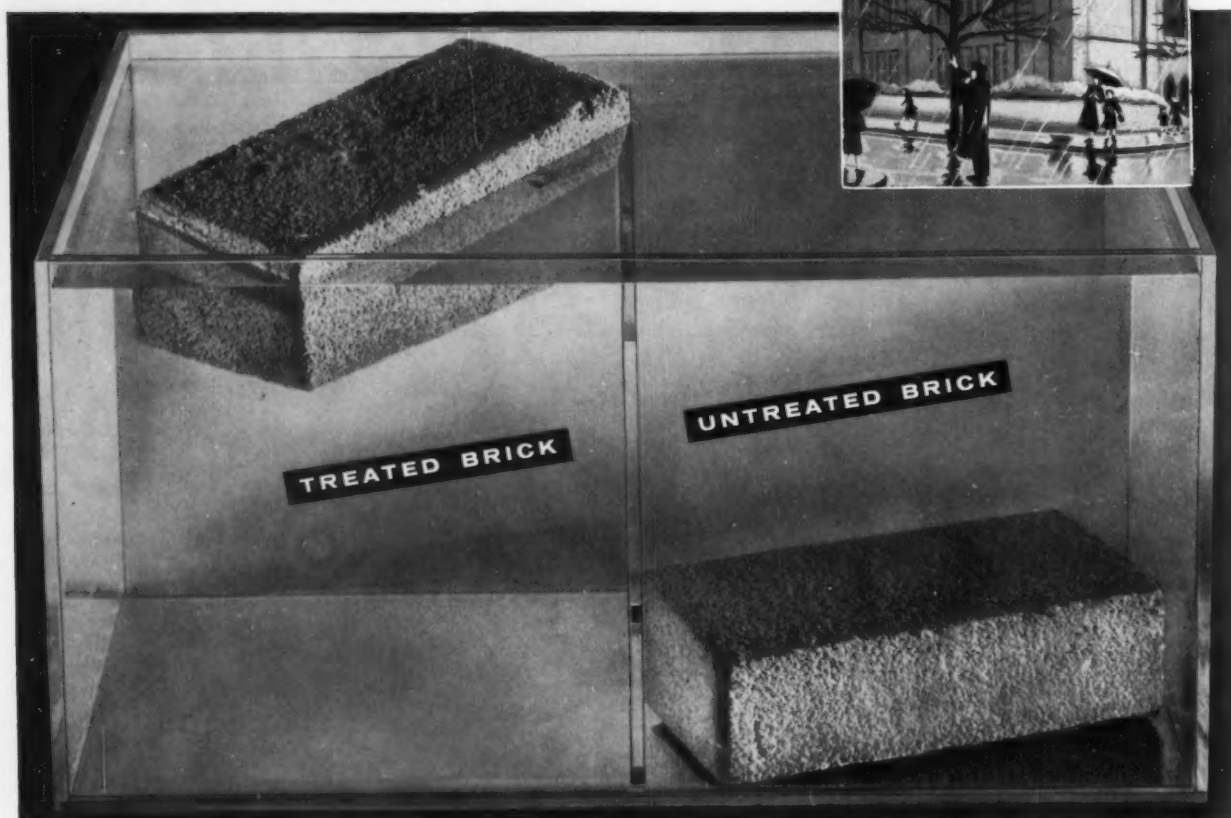
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## HUMAN RELATIONS

(Continued from page 32)

Human relations in school administration is not primarily to encourage belief in a mass of things that have been true up to the present time, not to help staff members keep in step with life as it is lived from day to day, nor even to interpret life to others. Transcending all of these in importance, its aim is to help staff members create life for themselves and for the free society in which they live.

How human relations techniques function depends then in large part upon the pattern of administrative organization. If the climate is right then the techniques of human relations can be right and can operate in a desirable way. We have said enough about organizational pattern. It is now time to indicate some additional ways of working effectively in a democratic setting.

### Projecting Thinking to Others

We might start off with some such principle as this: if a staff member is to work effectively with other staff members, then he needs to project his thinking to others. We live in a world with other people. One of the outstanding characteristics of our time is the interdependence of the individual, the community, the state, and the nation. Because of our mass production system of economy, we have no choice. We are forced to co-operate and to work with other people. There will be those who will deny that; they may say that they don't care what the public thinks, but they do. We like to feel that we are different but, in many respects, we are about as much alike as two castings from a mold. We all want security within a group. We want to feel that we belong, that our ideas are good ideas, that they are desired, and are worth while. We all hunger for the esteem and respect of our fellow man.

Second, we all like to talk and to express our ideas. There is nothing that gives one such a feeling of frustration and guilt as not being oneself. There is nothing that gives greater satisfaction and happiness than the freedom to say what one truly thinks, feels, and believes.

Third, we all like to feel that we are growing intellectually. We like to feel that we know more today than we did yesterday. Knowing things gives us something to talk about. It creates respect in the eyes of others. People who know things get the kind of recognition that we all desire. It is very disturbing to face the realistic fact that there are laws of forgetting as well as laws of learning. When we don't use what we learn, we tend to lose it. In all likelihood, there are many citizens less well informed in academic areas than the day they graduated from college.

Fourth, we like to be affiliated with a great cause. We like to feel that the world is just a little bit better place because we have lived in it. These are just a few of the ways in which we are all alike.

Let us examine more in detail this last mentioned urge of being affiliated with a great cause. Not only do we have the intense longing to be identified with a great cause but teachers and administrators need a great cause for their own self-motivation. Most of our difficulties with others arise from the fact that we don't respect ourselves. We need to aim high to set ourselves in action. We are stirred to act by what we can expect and hope for in the years that lie ahead.

Most human beings strive for ideals more than physical satisfactions. In fact, if teachers and administrators do not strive for these high ideals, they will accomplish little. Or to say it another way, if we try to accomplish little things, we achieve virtually nothing. The hope for high morale in a school staff lies in

making big plans, in undertaking to produce significant change, in aiming high. If the administrator sets the staff to doing great tasks, he will tend to develop great leaders. People in communities grow into bigger people because they have bigger things to do.

Administrators should recognize the fact that they cannot exercise a high level of leadership with people unless they have a great cause. Human beings are inclined to follow ideals and not persons.

Teachers and other members of the staff want high ideals to which they can pin their loyalties. They want to be caught up and exalted in a program that is bigger than themselves. We need a tie with something that is beyond and above our own self-interest. To express it another way, release from our own self-interest tends to develop the most that is within us.

### Additional Techniques

Time will not permit even mentioning all the important techniques that administrators might use in working with pupils, teachers, and citizens. Here are a few in passing:

1. Successful administrators do not set themselves above the members of their staff. In fact, they try to make it very clear that they are no better than those with whom they are associating.

2. Successful administrators are friendly people, at least most of the time. They realize that teachers tend to fall into the mood of their immediate superior. If the superintendent fails to say good morning, or even worse, if he is angry, the staff develops tensions and a feeling of anxiety that will last throughout the day if not longer.

(Concluded on page 78)



picture

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## HUMAN RELATIONS

(Concluded from page 78)

3. Successful administrators have faith in people. They are ever mindful of the fact that the way to make staff members trustworthy is to trust them.

4. Successful administrators do not use anger or fear to motivate staff members. They know that anger is like a boomerang, inevitably reacting to the damage of the user. It not only causes staff members to make minor errors, but frequently it causes them to make serious mistakes.

5. Successful administrators defend staff members even at considerable risk to their own best interests.

6. Successful administrators are men of courage. Unsuccessful people in leadership positions are sly and sneaking in behavior.

7. Successful administrators are aware of the fact that people strive for certain goals because they hope to improve their station in life. The real educational leader tries to make it possible for staff members to achieve their own hopes.

8. Successful administrators appreciate keenly the relationship between happiness and success. They know that happiness is a most powerful motivating tonic; that happy workers are usually successful workers, that unhappy people are seldom efficient in their day-by-day operations.

### In Summary

Human relations techniques useful in school administration might be summarized in some such fashion as this:

First, a structure or organizational plan is

needed to further creative administration, not administration conceived as a routine operation.

Second, staff members need to project their thinking to others. They need to make their fellow staff members feel secure in the group. They need to further an interschool program that helps everyone to grow intellectually. They need to give staff members many opportunities to express themselves through speech, writing, and other desirable kinds of expression. They need to set the stage of operation so that each staff member feels that he is affiliated with a great cause. And finally, they need to free each staff member so that he can, in large part, achieve his own personal and social goals in life.

## HAVE IT IN WRITING

(Concluded from page 30)

### REFERENCES

1. *The Bulletin of the National Association of Secondary School Principals*, May, 1953, by National Education Association, Washington 6, D. C.
2. *School Athletic Problems and Policies*, 1954, Educational Policies Commission. A commission of the National Education Association of the U. S. and American Association of School Administrators.
3. "How to Develop a Handbook," Lawrence E. Turner, *AMERICAN SCHOOL BOARD JOURNAL*, Apr., 1953, pp. 24, 25.

### PERSONAL NEWS OF SUPERINTENDENTS

★ D. D. McKINZIE is the new superintendent of schools of Pacific Dist. R-6, Pacific, Mo.

★ W. C. MANN, of Desha, Ark., has accepted the superintendency at Cash.

★ BASIL COVEY, of Nortonville, Kans., is the new superintendent at Holton.

★ HENRY A. WHITE is the new superintendent at Piedmont, Mo.

★ HAROLD W. REED, of Hebron, Neb., has been elected superintendent of the Thayer county schools.

★ SUPT. PAUL J. SIMONS, of Eldora, Iowa, has been re-elected for a three-year term.

★ GEORGE T. WILLIAMS, superintendent of schools at Elk Point, S. Dak., for six years, died in a hospital of a heart ailment.

★ J. L. HARRINGTON, of Centerville, Minn., is the new superintendent at Marietta.

★ LESTER GILLMAN, of Marshfield, Mo., has accepted the superintendency at Carthage.

★ W. A. SCHINDLER, of Alliance, Neb., has resigned in order to accept a position in the State Education Department.

★ ADELBERT PLUMMER, of Weidman, Mich., is the new superintendent at Kinde.

★ SUPT. B. W. BURKE, of Burwell, Neb., has been re-elected for a three-year term.

★ LESLIE J. TURNER is the new superintendent at Caro, Mich.

★ JACK H. SLOAN, of Roxbury, Kans., is the new superintendent at Hope.

★ MAX BICKFORD has accepted the superintendency at El Dorado, Kans.

★ T. H. ALEY, of Hutchinson, Kans., has become dean of El Dorado Junior College, El Dorado, Kans.

★ LESTER L. PAUL is the new superintendent at Arlington, Kans.

★ JOHN V. BORNONG is the new superintendent at Woonsocket, S. Dak., succeeding F. E. Fisher.

★ DELBERT NELSON is the new superintendent at Schuyler, Neb.

★ EUGENE ALEXANDER has accepted the superintendency at Mitchell, Neb.

★ JAMES R. CALLAWAY is the new superintendent at Wakefield, Neb.

★ HARLAN SCHMIDT has accepted the superintendency at Sandstone, Minn.

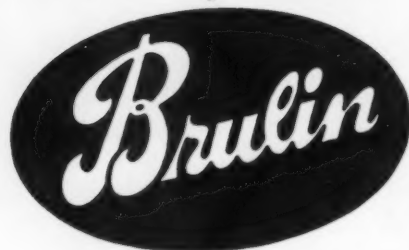
★ NELSON RONNE is the new superintendent at Stratton, Neb.

★ DONALD L. MUSICK has accepted the superintendency at Dodge City, Kans.

★ SUPT. JOHN M. RIDGWAY, of Lexington, Ky., has been re-elected for another term.

★ F. D. SWIGART is entering the fourth year of a five-year contract as Superintendent of Schools at Bellevue, Ohio. A news item in the April issue of the *JOURNAL* was in error concerning the Bellevue superintendency.

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## Announcing... all-new Dodge school buses —new safety, power, and handling ease

New Dodge "Job-Rated" School Bus Chassis provide the safest, most dependable school transportation you can buy!\*

*New features everywhere* meet your needs more fully. Improved duplex brakes, for instance, assure safer, more positive stopping action, whether the bus is moving forward or in reverse! New heavier frames of increased strength and capacity mean added protection for passengers.

*New Dodge School Buses are safety-powered*, too, with great new Power-Dome V-8 engines and famous sixes that can be depended upon to get you through, under any conditions. Ranging from

110 hp. to 193 hp., these engines are "Job-Rated" to meet your requirements for economy, as well as power.






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You'll find that there are dozens of reasons why a Dodge "Job-Rated" School Bus Chassis will better serve both you and your pupils. The man to see is your friendly Dodge dealer. He is always ready to assist you in selecting the *one best answer* to your transportation needs.

*\*Dodge School Bus Chassis and equipment meet or exceed all safety standards recommended by the National Conference on School Bus Standards.*

# DODGE "Job-Rated" School Bus Chassis

School Bus Chassis for Bodies Accommodating 30, 36, 48, 54, and 60 Passengers

 <b>MODEL FS8, FS8-153" WB</b> 10,500 and 12,000 lbs. G.V.W. For 30 and 36 pupils.	 <b>MODEL HS8, HS8-193" WB</b> 14,500 and 16,000 lbs. G.V.W. For 48 pupils.	 <b>MODEL HS8, HS8-217" WB</b> 14,500 and 17,000 lbs. G.V.W. For 54 pupils.	 <b>MODEL JS8, JS8-217" WB</b> 17,500 lbs. G.V.W. For 54 pupils.	 <b>MODEL RS8-238" WB</b> 17,500 and 21,000 lbs. G.V.W. For 60 pupils.
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## THE SEWANHAKA STORY

(Concluded from page 38)

4. It is most important that capable consultants and experts in special fields such as curriculum, building details, and public relations be used from time to time to check local thinking objectively. If this requires the expenditure of funds, such expenses become highly justified in the quality of the ultimate results, and in bringing stature to the program that is presented to the people for their final approval.

5. It is of paramount importance that large groups of people become involved in the development of the program. Participation brings understanding, and increased support.

6. While appeals can be made on a variety of points, fundamentally, the central appeal must be based upon solid facts, and enough facts must be presented so that the picture is made clear to the people of the community.

## ECONOMY IN BUILDING

(Concluded from page 49)

they are not structurally strong and are not soundproof.

"Uses cinderblock for interior partitions and with brick facing for exterior walls.

"Tries to reduce the number of crafts involved in a single building operation. Salt-glazed tile is generally used for wainscoting, and this material is put into place by masonry subcontractors rather than by the tile setters. Plastering has been eliminated in elementary schools and has been reduced drastically in secondary schools. Lathers and plasterers,

therefore, are not necessary in most single building operations. General contractors who build county schools call in various trades and crafts when they are needed.

"Whenever possible, uses materials that can do double duty. Brick walls in entrances and interior cinder block walls serve as finished surfaces. Structural salt-glazed tile used in wainscoting is not only load bearing, but its reverse surface serves as interior finish in the adjoining rooms. The acoustical tile used on ceilings in occupied areas eliminates the need of plaster and painting and reduces the amount of insulation required because the tile itself has heat-insulating qualities. In most of the one-story school buildings being erected, structural steel beams are not covered but are left exposed to serve as part of the interior finish.

"Uses nearly all prefabricated material, except millwork, in county schools. Items such as unit ventilators and cabinets, toilet stools, blackboards, blackboard trim, lighting fixtures, windows, and door bucks are all standard equipment and do not have to be designed especially for schools.

"Purchases units such as wardrobes and storage cabinets from local mills which can produce these items at lower cost than the stock units. Local mills can do this because they make large quantities of the same item.

"Lowers ceilings in classrooms, multi-purpose rooms, and corridors one to two feet to a maximum height of 10 feet 6 inches.

"Makes extensive use of asphalt tile for flooring.

"Does not plan buildings with high gabled roofs.

"Keeps the exterior design of buildings as simple and practical as possible, free of façades, grillwork, and ornamental stone.

"Emphasizes multiple use of facilities, such as gymnasiums and auditoriums in secondary

schools and multi-purpose rooms in elementary schools, use of corridors for exhibit space and sometimes for lockers, and has elementary pupils eat lunch in classrooms rather than in separate dining rooms.

"Selects contractors on the basis of competitive bidding.

"Utilizes exposed beams and columns in one-story buildings if the design permits.

"Secures appraisals from at least three firms before purchasing sites for schools. The board makes plans in close co-operation with the Park and Planning Board, the Zoning Board, and the Federal Housing Administration.

"Works out detailed instructions to guide architects.

"Re-uses architect's plans for new buildings whenever and wherever possible.

"Makes greater use of glass block which eliminates shades and their maintenance and replacement.

"Designs heating plants for inexpensive, long-range maintenance and efficient use of fuel."

## OUR PUBLIC SCHOOLS

(Concluded from page 22)

You take it from there, reader. In one sense, our proposal is disarmingly simple. Basically it is a move to reverse, still within the framework of current teacher loads, the trend toward relatively impersonal mass instruction in unintegrated groups; to recapture the intellectual stimulation, social power, hearty vigor, and insistent integrity of the small, face-to-face group. Because it is simple, it does not follow that it is unimportant. On the contrary, it is too simple, too important, too promising for any one person to spell it out. We believe it's worth spelling out. And it's a co-operative undertaking. And it's later than we think.

PATENT PENDING



*Trim Line*

New simplicity of design achieves style, comfort and classroom efficiency with strength to pass the test of time.



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COMPLETE CATALOG OF TUBULAR STEEL FURNITURE  
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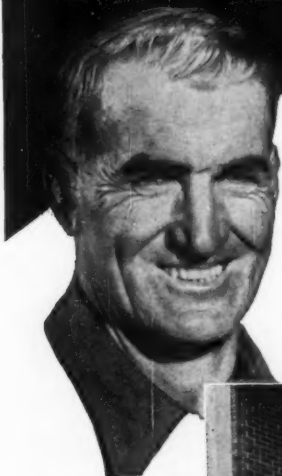


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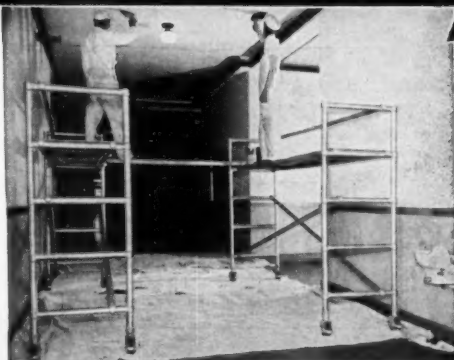


"Our summer program of overhead building and class-room maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform. ➡



## UP-RIGHT SPAN SCAFFOLDS



Write for descriptive circular!



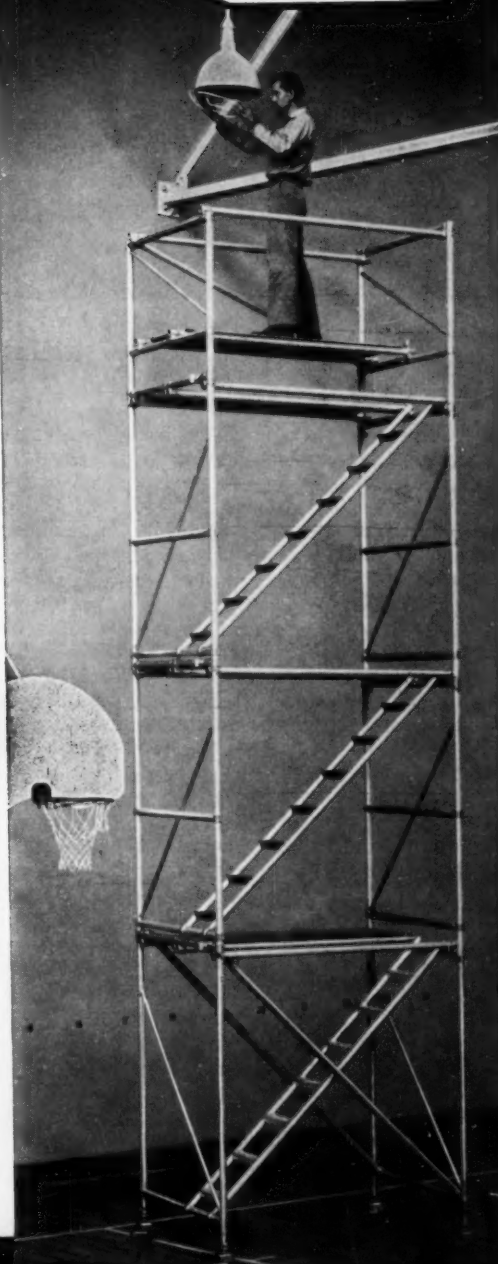
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

## "UP-RIGHT" SCAFFOLDS

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## UP-RIGHT TOWER SCAFFOLD Aluminum Alloy



## News of Products for the Schools



The new Samuel S. Gompers school in northwest Detroit, Mich., is the first complete building to be constructed by the Fenestra TAC System.

### Versatile New Seating Panels

After successfully testing new Fenestra Troffer-Acoustic panels in the construction of two schools, the board of education of Detroit, Mich., has just introduced it into a 23-school building program.

In the first trial of the new light-gauge steel panels as a fast method of construction, the board completed one school two months ahead of schedule. Others are now being completed as fast as possible in an attempt to keep pace with Detroit's expanding need for school facilities.

The new panels, called Fenestra TAC, combine the functions of pan forms, acoustic treatment and recessed fluorescent lighting troffers and have been integrated into reinforced concrete construction to produce a new system of reducing costs and saving time in conventional concrete work.

As forms for concrete, the 24-inch wide

panels need supporting at mid-span and ends only, eliminating much of the materials, cost and labor usually necessary for forming and shoring. The panels carry no building loads after concrete is cured, and fire resistance ratings are based on the reinforced concrete structural system.

After the concrete is cured, only paint, finished flooring and fluorescent fixtures need be applied to complete installation of the TAC panels. Repeated washings or painting does not affect acoustical treatment; and lighting fixtures installed in the troffer panels eliminate hanging fixtures and exposed wiring conditions.

The long span design of the TAC panels, according to the Detroit Steel Products Co., the manufacturer, makes possible quick erection. Use of the panels permits the structural floor for the rooms above

and the acoustical ceiling and lighting system for the rooms below to be completed at the same time.

Any combination of the TAC panels may be used, depending on the desired lighting level. Where protection for the lights is needed, such as in recreation rooms or gymnasiums, the plastic diffusing materials in the troffer panels can be replaced with strips of wire mesh.

Although the panels are presently being used only in the Detroit public school construction, they will soon be introduced nationally for school construction.

(For Further Details Circle Index Code 067)

### TRIM LINE SEATING

The Heywood-Wakefield Company of Menominee, Mich., and Gardner, Mass., originators of tubular steel school furniture in 1938, have introduced a new version of tubular



Trim Line Units

furniture at recent conventions. The new series, to be known as "Trim Line" units, include all types of classroom desks, chairs, tables, tablet-arm desks, and auxiliary pieces.

The new designs are available in chrome frames, multi-colored book boxes and solid wood seats, with tops in natural finish. The "Trim Line" units are being offered in addition to the company's regular line of tapered steel school furniture.

(For Further Details Circle Index Code 068)

### PROTECTIVE PAINT

A new dual purpose protective paint for metal surfaces called Rust-tard has been announced by The Garland Company, Cleveland 5, Ohio. The new paint gives a two-coat finish to metal surfaces with just one application. Rust-tard combines zinc chromate, well known as a rust inhibitor, and aluminum pigments. When Rust-tard is brushed on a metal surface, the zinc chromate drops to the bottom of the paint film to stop rust and corrosion, while the aluminum metal rises to the surface to form a finished aluminum coat.

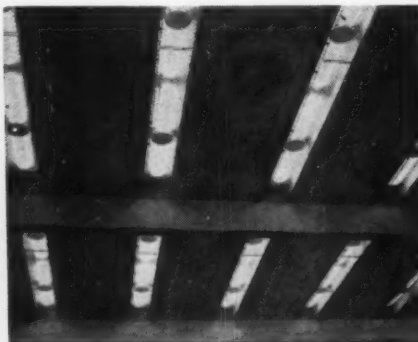
According to the manufacturer, the new paint can save up to 50 per cent on labor costs—the biggest factor in painting costs of today. Rust-tard can be applied over a rusted surface with a minimum of preparation.

(For Further Details Circle Index Code 069)

(Continued on page 84)



The finished ceiling can be washed or repainted without affecting acoustical efficiency.



Protection for lights in the troffer panel in gym areas is provided by strips of wire mesh.

# SURVEY PROVED!

## a Hillyard FLOOR TREATMENT PLAN

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Your nearby Hillyard Maintaineer®, a trained floor consultant, will be glad to make a survey of your floors and prepare a specialized floor treatment plan for you. Half a century of Hillyard experience and leadership stand behind his recommendations.

Let him PROVE to you that Hillyard floor treatments are tailored to give you the surface you want for each type of floor and floor traffic—bring out the beauty of the floor—wear longer—and actually save you money in labor and materials!

There is no charge, no obligation for this service.

### Thousands have found the plus Values of a Hillyard Floor Survey

- "Simple to apply" — 1954 Hospital of the Year, Illinois
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- "This gym floor stood up 14 years without removing finish or re-sanding" — College in Texas
- "Hillyard meets the test of providing our plants with the best-looking floors, the most durable finish, and at the lowest cost" — World-famous bottler, New York State
- "In addition to wearing qualities, there is an intangible factor which makes Hillyard products even more valuable to the user. I refer to the service organization" — Institution in Massachusetts



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Yes! Please have your Maintaineer survey my floors and show how we can reduce maintenance costs.

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Address.....

City.....State.....

## News of Products . . .

(Continued from page 82)

### NEW PROJECTED WINDOW



The new Ludman Intermediate Projected Window, of heavy-gauge aluminum, offers many fine features, some of which claim to be exclusive. The Ludman Corporation, North Miami, Fla., manufacturers, claim it is the only genuinely modular-sized projected window made, most rigidly constructed and tightest-closing aluminum projected window fabricated.

The new Ludman window can be either outside mastic or bead glazed, or inside mastic or bead glazed. Projected windows are weatherstripped around their perimeter by insertions of vinyl weatherstripping in a 60-degree dovetail in the window. The projected window mullions are designed for simple erection, fabricated in two sections.

(For Further Details Circle Index Code 070)

### WILL-BURT STOKERS

A solution to the problem of heat losses and fuel waste due to incorrect air-fuel mixture (which can waste as much as 50 per cent or more of the heating potential of every ton of coal used) is offered by the Will-Burt Company, Orrville, Ohio. In Will-Burt Automatic Air Controlled Stokers a patented automatic air controlled device, long in use, is supplied

with all Will-Burt Hopper and Bin-Fed Stokers. Operation of the simple, self-actuating air control is based on sensitivity to air demands, as dictated by the condition of the fuel bed. Thus, continuously uniform efficiency is obtained during both on and off periods.

Need for wasteful banked firing methods is eliminated and smoke and soot, sure signs of inefficient combustion, are prevented. Natural draft permitted by the automatic air control between stoker operations keeps smoke and soot to a minimum and the end of the coal screw and burner ports cool, guarding against an important cause of unnecessary repair costs.

(For Further Details Circle Index Code 071)

### SAFETY IMPROVEMENTS

The 1955 model of the Oneida Monobilt bus, a forward-control transit school coach, has incorporated new safety and mechanical improvements, according to the manufacturer, Oneida Products Corp., Canastota, N. Y. Among the new features are "Control-tower visibility" providing greater front and side visibility for the driver; an added strengthening of the steel body with plus frame members; new interior trims and colors; full 72-inch headroom; 5-inch rub rails; finger-tip control panels; linoleum floor covering; deluxe dome lights; 8-inch rear bumper, and others.

All models retain the exclusive Oneida "twin-riveted" body panels and welded super-structure framework. Body and chassis of the 1955 Monobilt are manufactured by Oneida from standard automotive component parts. All four body lengths are powered with either International, Reo or White engines.

(For Further Details Circle Index Code 072)

### NEW HAWS FOUNTAIN



The latest model in drinking fountains manufactured by the Haws Drinking Faucet Co., Berkeley, Calif., combines rugged modern styling with adaptable use. The new Haws fountain, Model No. 7X wall fountain, is styled to parallel modern school architectural requirements.

Model 7X is constructed of acid-resisting enameled cast iron to insure permanent, trouble-free operation and to withstand even the severest abuses of the school yard. It meets all requirements of any city or state materials specifications codes. Its operational features have the same high standards as other models, with an angle stream, shielded head of chromium plated brass to assure utmost sanitation. The bubbler is mounted well above the bowl rim, so that back-up water from plugged drains cannot touch the supply outlet. The new model also has positive anti-squirt, automatic stream control; thus, pressure and volume are controlled absolutely and water will not spatter onto floors or walls.

(For Further Details Circle Index Code 073)

### BOOK REPAIR AID

A liquid plastic preparation which provides a quick and permanent method of repairing books known as Komet was recently announced by the Holden Patent Book Cover Co., Springfield 1, Mass. Komet, a milk-white liquid, is an excellent all-round repair medium

(Continued on page 87)

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of Clean, Safe, Quiet Operation  
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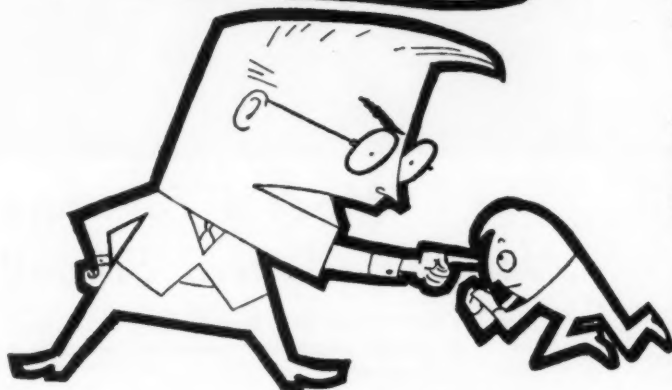
Why is the fireman  
always poking  
at the fire today?

We have a new lot of coal and it clinkers badly. He's digging the clinkers out and covering up holes in the fuelbed.



Don't holes in the  
fuelbed make clinkers?

They sure do! And the air required for combustion goes through these holes and we can't keep the steam pressure up.



Why did we buy  
such coal?

Well, it was a few cents cheaper and we didn't consider the analyses so nobody realized it had such a low clinkering temperature.



So we save pennies on the  
coal and blow dollars  
up the chimney!

Yes sir! That's about the size of it. But just as soon as this lot is used up, we're going back to the old coal. That was specified for us by the Chesapeake and Ohio Fuel Service Engineers to give us the lowest *steam cost* with our type of stoker and boiler. We should have stuck with the coal they recommended — it never gave us a bit of trouble.



There's a lot more to buying coal than the cost per ton. For facts and figures to solve your particular fuel requirements, write to: R. C. Riedinger, General Coal Traffic Manager, Chesapeake & Ohio Railway Company, Terminal Tower, Cleveland 1, Ohio.

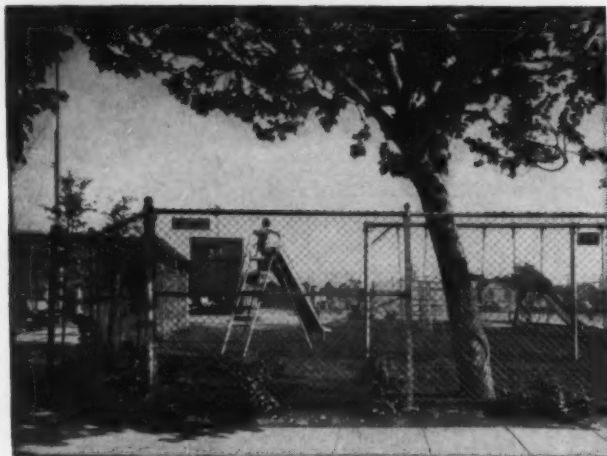
**Chesapeake and Ohio Railway**

WORLD'S LARGEST CARRIER



OF BITUMINOUS COAL

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● CYCLONE FENCE offers unexcelled protection to school property by discouraging thieves and vandals. It protects lawns and buildings from wear and defacing by careless trespassers. It creates safe playgrounds for small children—away from traffic. It simplifies admission collection at athletic events.

And to top it all off Cyclone is *quality* fence. You can buy *cheaper* fence than Cyclone, but it will *cost you more* per year. Cyclone gives full value for your dollar. Nothing but brand-new, top-quality material is used throughout. Posts and top rails are heavy and rigid. Gates won't drag. The chain link fabric is woven from heavy steel wire and galvanized *after* weaving for greatest resistance to rust and corrosion. And Cyclone is erected by full-time, Cyclone-trained experts.

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## Modern Furniture for the Modern School!

Here is a definite trend away from formality and regimentation in the modern school room toward a more informal, home-like atmosphere.

Norcor's Modernline School Furniture has completely captured this new spirit of freedom and informality. It is light in weight, easily moved for group projects and more informal arrangements. The styling of the desks and chairs, the bright, clear colors available for the metal parts (coral, turquoise, blue-gray or chrome), and the natural grain plywood in satin lacquer finish give the classroom a bright cheerful appearance.

Nor has the practical side been neglected. Norcor Modernline School Furniture is sturdy, well constructed for years of service.

It is the school furniture of the future built for you today.



**Write for  
free  
illustrated  
catalog!**

### Distributors:

The Norcor Modernline offers an opportunity for alert, aggressive distributor organizations in certain excellent territories. Correspondence is invited.

**NORCOR MANUFACTURING CO., INC.**  
Green Bay, Wisconsin

## News of Products...

(Continued from page 84)

in the library. It can be used to repair torn pages, replace loose pages, repair loose bindings, and bind together a number of sheets or files.

(For Further Details Circle Index Code 074)

### CATALOGS AND BOOKLETS

A new school furniture catalog, featuring the company's newest line of classroom seating called Trim Line, has been issued by the Heywood-Wakefield Company, Gardiner, Mass. The catalog also pictures and describes specifications for the standard Tapered and Auditorium Seating lines. Copies free upon request.

(For Convenience Circle Index Code 075)

"The Modern Home Economics Department" is the title of a booklet prepared by the National Electrical Manufacturing Assn., New York City, which contains a collection of floor plans of actual laboratories. Booklets are free upon request.

(For Convenience Circle Index Code 076)

A new catalog of Leonard Peterson & Co., Inc., Chicago, contains complete specifications and roughing-in dimensions for science lab furniture for educational and industrial plants, as well as hospitals. Catalog No. 25 is free on request.

(For Convenience Circle Index Code 077)

A new 44-page catalog has been issued by the Brunswick-Balke-Collender Co., Chicago, Ill., which shows the complete line of functional, modern school furniture, all in actual color. Among new additions to the Brunswick line featured in the catalog are a series of versatile, colorful cabinets, colored "Fiberglas" stacking chairs, plus new stacking desks, teacher's desk and gym seating. Copies are free on request.

(For Convenience Circle Index Code 078)

A new, fully illustrated 60-page catalog just released by American Playground Device Company, Anderson, Ind., shows the company's complete line of extra-heavy duty playground, indoor and outdoor gym equipment, game and dressing room equipment, and complete line of repair parts. A section is devoted to playground planning, considering space allotments, safety, and firm installation.

(For Convenience Circle Index Code 079)

"End to End Flooring" illustrates the new Holt end-to-end flooring suitable for most exacting service in such installations as school classrooms and gymnasiums. It shows design and construction features with complete specifications. Copies are free on request.

(For Convenience Circle Index Code 080)

### MANUFACTURER'S NEWS

Appointments at the Norcor Manufacturing Co., Inc., Green Bay, Wis., have included the advancement of Howard Hibshman from Director of Sales to Vice-President for Sales and Marketing. Mr. Hibshman was largely responsible for Norcor's "Good Design" honor at the Chicago Merchandise Mart furniture exhibit. Other appointments were: A. H. "Spike" Cassidy to General Sales Manager, and Frank Horan to Asst. General Sales Manager.

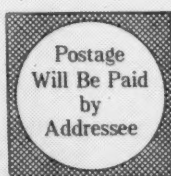
The American Crayon Company, Sandusky, Ohio, is celebrating their 120th year in business during 1955. They have many "Famous First" products in art crafts under the Prang and Old Faithful labels.

## ADVERTISERS' PRODUCTS AND SERVICES

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### BUSINESS REPLY CARD

First Class Permit No. 1112, Sec. 34.9 P. L. & R., Milwaukee 1, Wis.

### AMERICAN SCHOOL BOARD JOURNAL

P.O. Box No. 2068

MILWAUKEE 1, WISCONSIN



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## MIXER MAGNESOUND records voice and music on 16mm sound and silent film--



Now voice and music can be recorded simultaneously and professionally on any Victor 16mm Sound Projector. Mixer Magnesound — magnetic attachment — has individual inputs for microphone and phonograph with separate volume controls for mixing versatility. Record and play back immediately . . . or erase and re-record in one easy operation.

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## For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the "postage paid" card. Your request will receive prompt attention. BRUCE — MILWAUKEE.

THE AMERICAN SCHOOL BOARD JOURNAL  
400 North Broadway, Milwaukee 1, Wis.

June, 1955

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Atlanta Public Schools, Atlanta  
H.Q. Inf. Cen. Fld. House, Ft. Benning

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St. Mary of Cella, Berwyn  
South. Ill. Normal Univ., Carbondale  
Lincoln High School, E. St. Louis  
St. Anthony of Padua Church, Effingham  
Knox College, Galesburg  
Thornton Twp. High School, Morris  
Winadale High School, Winadale  
Winadale High School, Winadale

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Louisiana College, Shreveport

U.S. Mer. Mar. Cadet Sch., Pass Christian  
Pearl River Jr. College, Poplarville

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Casper, ...

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U. S. Army, Fort Sill, Lawton  
University of Oklahoma, Norman  
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South Dakota State College, Brookings  
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Central High School, Murfreesboro  
David Lipscomb College, Nashville  
Franklin Co. High School, Winchester

Amarillo Jr. College, Amarillo  
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